

**REQUIREMENTS OF FOREIGN LANGUAGE TEACHING
METHODOLOGY PROGRAMS AND CEFR-BASED LANGUAGE
STANDARDS IN UZBEKISTAN**

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ABSTRACT

In recent decades, foreign language education has become a key component of national development strategies worldwide. Uzbekistan has placed special emphasis on improving the quality of foreign language teaching by reforming teacher education programs and adopting internationally recognized language standards. This article provides a comprehensive analysis of the requirements of foreign language teaching methodology programs and examines the role of the Common European Framework of Reference for Languages (CEFR) as the foundation of foreign language standards in Uzbekistan. The study explores curriculum design, methodological principles, assessment practices, teacher competencies, and policy implications. The findings demonstrate that CEFR-based standards contribute significantly to transparency, comparability, and quality assurance in foreign language education while also presenting implementation challenges that require systematic solutions.

KEYWORDS: foreign language teaching methodology, CEFR, language education reform, teacher training, Uzbekistan

INTRODUCTION

Foreign language competence is widely recognized as a crucial skill in the modern world, particularly in the context of globalization, academic mobility, international trade, and cross-cultural communication. Education systems are increasingly expected to produce graduates who are not only knowledgeable but also communicatively competent in one or more foreign languages. As a result, many

countries have revised their language education policies to align with international standards.

Uzbekistan has undertaken extensive reforms in foreign language education since the early 2010s, focusing on improving teaching quality, modernizing curricula, and enhancing teacher training. A central element of these reforms is the adoption of the Common European Framework of Reference for Languages (CEFR) as the national benchmark for defining language proficiency levels and learning outcomes.

This article aims to analyze the requirements of foreign language teaching methodology programs and to examine how CEFR-based standards are implemented in Uzbekistan. The study seeks to contribute to the academic discourse on language education reform by providing a detailed overview of national practices within an international framework.

THEORETICAL FOUNDATIONS OF FOREIGN LANGUAGE TEACHING METHODOLOGY

Foreign language teaching methodology is a multidisciplinary field that integrates linguistics, pedagogy, psychology, and sociocultural theory. Modern methodology emphasizes the development of communicative competence rather than the mere acquisition of grammatical knowledge.

COMMUNICATIVE COMPETENCE AS A CORE CONCEPT

Communicative competence includes several interrelated components:

- **Linguistic competence** (grammar, vocabulary, phonology)
- **Sociolinguistic competence** (appropriateness in social contexts)
- **Discourse competence** (coherence and cohesion in communication)
- **Strategic competence** (compensatory communication strategies)

Methodology programs are designed to equip future teachers with the knowledge and skills necessary to foster all these components in learners.

COMPETENCE-BASED AND LEARNER-CENTERED APPROACHES

Contemporary foreign language teaching is grounded in competence-based education, which focuses on measurable learning outcomes and real-life language use. Learner-centered instruction encourages active participation, critical thinking, collaboration, and autonomy, shifting the teacher's role from knowledge transmitter to facilitator.

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Foreign language teaching methodology programs in Uzbekistan are structured to ensure that future teachers meet both national and international professional standards. The key requirements of these programs are outlined below.

LINGUISTIC PROFICIENCY REQUIREMENTS

A fundamental requirement for foreign language teachers is a high level of language proficiency. According to national regulations aligned with CEFR, graduates of teacher education programs are expected to demonstrate at least **C1-level proficiency** in the target language. This ensures that teachers can model accurate and fluent language use in the classroom.

METHODOLOGICAL COMPETENCE

Methodology programs place strong emphasis on:

- Teaching approaches and methods
- Lesson planning and curriculum implementation
- Integration of language skills
- Use of authentic materials and educational technologies

Future teachers are trained to apply communicative, task-based, and interactive teaching strategies that reflect current international practices.

PEDAGOGICAL AND PSYCHOLOGICAL TRAINING

Effective foreign language teaching requires an understanding of how learners acquire languages. Methodology programs therefore include courses in:

- General pedagogy
- Educational psychology
- Classroom management
- Inclusive and differentiated instruction

These components enable teachers to address learners' cognitive, emotional, and social needs.

ASSESSMENT LITERACY

Assessment is a core element of methodology training. Teacher candidates learn to design and apply assessment tools that are:

- Valid and reliable
- Aligned with learning objectives
- Consistent with CEFR descriptors

Both formative assessment (ongoing feedback) and summative assessment (examinations) are emphasized.

CEFR-BASED LANGUAGE STANDARDS IN UZBEKISTAN

OVERVIEW OF CEFR

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The Common European Framework of Reference for Languages provides a unified system for describing language proficiency across six levels: A1, A2, B1, B2, C1, and C2. Each level includes detailed descriptors for listening, speaking, reading, and writing skills.

NATIONAL ADOPTION AND POLICY CONTEXT

Uzbekistan officially adopted CEFR as the reference framework for foreign language education to ensure compatibility with international standards. CEFR serves as the basis for:

- Curriculum development
- Textbook design
- National examinations
- Teacher certification requirements

IMPLEMENTATION ACROSS EDUCATIONAL LEVELS

CEFR standards are applied throughout the education system:

- In **general secondary education**, learners are expected to reach basic and independent user levels.
- In **higher education**, students in language-related fields are required to achieve higher CEFR levels.
- In **teacher education**, CEFR defines both entry and exit proficiency standards.

IMPACT OF CEFR ON FOREIGN LANGUAGE EDUCATION

The implementation of CEFR has had a significant impact on foreign language teaching and learning in Uzbekistan.

QUALITY ASSURANCE AND TRANSPARENCY

CEFR provides clear benchmarks that enhance transparency in assessment and allow for objective evaluation of language proficiency.

INTERNATIONAL RECOGNITION

Alignment with CEFR facilitates international recognition of qualifications, supporting academic mobility and professional opportunities.

METHODOLOGICAL MODERNIZATION

CEFR has encouraged a shift toward communicative teaching practices and outcome-oriented instruction, moving away from traditional grammar-focused approaches.

CHALLENGES AND LIMITATIONS

Despite its advantages, the implementation of CEFR faces several challenges:

- Insufficient teacher training in CEFR-oriented assessment

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- Limited access to modern teaching resources
- Variability in implementation across institutions and regions

Addressing these challenges requires sustained professional development, institutional support, and continuous monitoring.

CONCLUSION

The requirements of foreign language teaching methodology programs in Uzbekistan reflect a comprehensive effort to align national education with international standards. The adoption of CEFR as the foundation of foreign language standards has significantly improved curriculum coherence, assessment quality, and global compatibility. However, successful implementation depends on ongoing teacher training, methodological innovation, and evidence-based policy development. Strengthening these areas will further enhance the effectiveness and international competitiveness of foreign language education in Uzbekistan.

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