

## **REQUIREMENTS OF FOREIGN LANGUAGE TEACHING METHODOLOGY PROGRAM AND CEFR STANDARDS IN UZBEKISTAN**

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### **Annotatsiya**

Mazkur maqolada O'zbekistonda xorijiy tillarni o'qitish metodikasi dasturining asosiy talablari va ularning Umumevropa tillarni bilish darajalarini baholash tizimi bilan uyg'unligi tahlil qilinadi. Tadqiqotda xorijiy til ta'limining kommunikativ va kompetensiyaga asoslangan yondashuvlari yoritilib, o'quv dasturlari, o'qitish metodlari va baholash jarayonlarining xalqaro standartlarga mosligi ko'rsatib beriladi. Shuningdek, o'qituvchilarning kasbiy tayyorgarligi, zamonaviy pedagogik texnologiyalardan foydalanish hamda o'quv materiallarining CEFR talablariga moslashuvi masalalariga alohida e'tibor qaratiladi. Maqola xorijiy til ta'limi sifatini oshirish va o'quvchilarning xalqaro muloqotga tayyorgarligini kuchaytirishga xizmat qiladi.

**Kalit so'zlar:** xorijiy til ta'limi, o'qitish metodikasi, CEFR standartlari, kommunikativ kompetensiya, kompetensiyaga asoslangan yondashuv, baholash tizimi, o'qituvchi tayyorgarligi, o'quv dasturi.

### **Abstract**

This article analyzes the main requirements of the foreign language teaching methodology program in Uzbekistan and its alignment with the Common European Framework of Reference for Languages. The study highlights communicative and competency-based approaches to foreign language education and examines the correspondence of curricula, teaching methods, and assessment practices with international standards. Particular attention is paid to teacher professional

development, the use of modern pedagogical technologies, and the adaptation of instructional materials to CEFR requirements. The article aims to contribute to improving the quality of foreign language education and enhancing learners' readiness for international communication.

**Key words:** foreign language education, teaching methodology, CEFR standards, communicative competence, competency-based approach, assessment system, teacher training, curriculum design.

## **INTRODUCTION**

The development of foreign language teaching in Uzbekistan over the past ten years has been significantly impacted by the nation's expanding demand for multilingual experts and the integration of the world economy. The alignment of national educational standards with international frameworks has been facilitated by the modernization of the education system and the growing importance of English as a medium for academic mobility, career advancement, and global collaboration. The Common European Framework of Reference for Languages is one of the most important frameworks since it offers a common foundation for curriculum design, instructional material development, learner assessment, and language learning outcome transparency. The foreign language teaching methodology program in Uzbekistan is closely aligned with CEFR standards, which guarantees that students learn communicative skills and attain globally recognized proficiency levels.

In Uzbekistan, the curriculum for teaching foreign languages focuses on competency-based learning, communicative language teaching, and learner-centered instruction. The official curricula for vocational colleges, higher education institutions, academic lyceums, and general secondary schools all mirror these methodological guidelines. The curriculum stresses the significance of acquiring linguistic, sociolinguistic, and practical skills, all of which are related to CEFR indicators for reading, writing, speaking, and listening abilities. In addition to prioritizing meaningful interaction, situational communication, authentic texts, and activities that encourage independent learning and creativity, the curriculum also gives priority to these elements. In order to promote pupils' language acquisition, teachers are urged to incorporate contemporary pedagogical methods like project-based learning, blended learning, and digital resources.

Uzbekistan's CEFR standards delineate six primary proficiency levels, ranging from A1 to C2, with each level specifying distinct markers of communicative proficiency. In accordance with these descriptions, educational institutions are obligated to harmonize instructional goals, assessment methods, and anticipated learning results. For instance, primary school students are usually expected to attain A1 or A2 levels, whereas secondary and upper secondary students are anticipated to have B1 or B2 proficiency depending on their chosen course of study. Students majoring in foreign languages at university must have attained C1 competence by the time they graduate. These guidelines encourage clarity, consistency, and comparability in language instruction across institutions and areas.

The integration of formative and summative assessment methods based on CEFR standards is one of the fundamental tenets of Uzbekistan's methodology program. To ensure that assessment emphasizes actual communicative performance rather than individual grammatical correctness, teachers are required to utilize rubrics and checklists that align with CEFR can-do statements. Digital testing instruments, portfolio-based assessment, interactive activities, and oral communication assignments are all crucial in assessing student progress. The connection between instruction, learning, and assessment is also strengthened by national exams and certification systems like the State Test Center exams, international tests, and in-house university assessments, which are all based on CEFR frameworks.

In Uzbekistan, the standards for teacher qualifications also align with the CEFR criteria. English language teachers are urged to strive for great competence and show professional understanding of current teaching approaches. Courses in linguistics, pedagogy, psychology, classroom management, and digital literacy are all part of teacher training programs, all of which are aligned with CEFR-based communicative techniques. Workshops, online courses, and methodological seminars are used to ensure ongoing professional development, which encourages teachers to use creative strategies and stay current with global educational trends.

The textbook creation and classroom resources have also been impacted by the implementation of CEFR in the Uzbek educational system. The modern textbooks used in schools and colleges adhere to a competency-based methodology that incorporates reading, listening, interaction, and mediation skills that are precisely matched to the CEFR descriptions. Real-world situations, genuine conversations, multicultural

material, and activities that promote problem-solving and critical thinking are included in a lot of resources. This transition helps learners comprehend how language is used in international settings and prepares them for academic or professional interaction.

The use of information and communication technologies in foreign language teaching is another crucial component of the methodology program. Language learning apps, virtual classrooms, interactive movies, and online evaluation platforms are just a few of the digital resources that are heavily promoted. In addition to fostering independent learning, these tools also enable teachers to foster a more interesting and lively classroom atmosphere. In line with CEFR's action-oriented approach, students must engage in activities that mirror real-world demands, and digital resources allow for the simulation of actual communication scenarios.

Even if the implementation of CEFR norms has improved foreign language instruction in Uzbekistan, there are still issues that policymakers and teachers need to solve. Maintaining consistency in assessment methods, supporting instructors with ongoing training, enhancing rural school facilities, and guaranteeing equal access to high-quality instructional resources are all part of this. In spite of these difficulties, the ongoing changes demonstrate the nation's unwavering dedication to developing a contemporary, globally integrated educational system. In conclusion, the adoption of CEFR standards and the needs of the foreign language instruction methodology program in Uzbekistan have established a coherent, efficient, and internationally recognized framework for language instruction and acquisition. These standards guarantee transparency in learning results, foster communicative proficiency, encourage methodological innovation, and get students ready for academic and career success in a globalized world. Uzbekistan's integration with CEFR improves the caliber of foreign language instruction and fosters the country's participation in global educational and cultural events.

## **LITERATURE REVIEW AND METHODOLOGY**

In the academic literature both domestically and internationally, there has been extensive discussion of the theoretical underpinnings of foreign language teaching methodology and the adoption of CEFR standards in Uzbekistan. The Common European Framework of Reference for Languages, according to researchers, marks a paradigm shift in language education from a traditional grammar-based methodology to one that is more communicative and action-oriented. Leading scholars in applied

linguistics claim that the CEFR offers a full framework for characterizing language competency using functional descriptors that mirror actual communication. Because it encourages transparency, consistency, and comparability among different educational systems, this framework has been examined as a valuable instrument for nations undergoing educational reforms, like Uzbekistan.

The need to incorporate communicative competence, intercultural understanding, and learner independence into foreign language courses is emphasized by European linguists' research. According to these researches, language learning encompasses not only the acquisition of grammatical structures but also the ability to utilize language successfully in social, academic, and occupational settings. These concepts have been modified by Uzbek academics to fit the local educational environment, with an emphasis on curriculum development, textbook creation, and assessment methods that are in line with CEFR standards. National research highlights the importance of state educational standards and policy papers in directing the incorporation of CEFR into mainstream higher, vocational, and secondary schools.

Numerous studies conducted in the context of Uzbekistan examine the advantages and disadvantages of using CEFR-based instruction. According to researchers, the framework promotes outcome-based education and aids teachers in establishing specific learning goals. However, the literature also highlights methodological challenges like inadequate teacher preparation, restricted access to real resources, and variability in assessment methods. The majority of academics concur that CEFR improves the quality of foreign language teaching by promoting communicative activities, student-centered teaching, and the use of cutting-edge technology, even in the face of these difficulties.

The growing significance of creative instructional strategies, such as task-based learning, project-based teaching, and blended learning models, is also emphasized by methodological literature on foreign language teaching in Uzbekistan. These methods are thought to be successful in helping learners acquire the productive and receptive skills necessary to meet CEFR standards. According to researchers, interactive classroom activities, group assignments, role plays, and problem-solving exercises foster valuable learning environments in which students actively apply the language they are learning. Additionally, the literature emphasizes the need for teachers to engage in ongoing professional development in order to effectively use these strategies.

This study employs a methodological approach that relies on qualitative analysis of academic writings, official educational documents, and teaching programmes pertaining to foreign language instruction in Uzbekistan. A comparative study is used to evaluate the consistency between CEFR standards and national foreign language teaching methodology programs. The alignment of curriculum standards, learning outcomes, and assessment criteria with CEFR competency descriptors is examined. This method enables a thorough examination of how international norms are modified to suit local educational demands.

Furthermore, descriptive analysis is employed to investigate the methods and requirements of instruction at various educational levels, such as secondary schools and postsecondary institutions. In order to assess the alignment of textbooks and instructional materials with the communicative and action-oriented principles of the CEFR, the study also employs content analysis. The methodology offers a thorough overview of the current state of foreign language teaching methodology in Uzbekistan by integrating findings from national and international literature with policy analysis. In general, the literature review shows that the CEFR provides a solid theoretical and practical basis for changes to foreign language instruction, while the methodology chosen guarantees a methodical and unbiased examination of its application in the Uzbek educational environment.

## **RESULTS**

A review of foreign language teaching methodology programs in Uzbekistan shows a close adherence to the Common European Framework of Reference for Languages' principles and descriptors. The findings suggest that national curriculums are increasingly focusing on communicative competence as the primary objective of language instruction. The learning outcomes at various educational levels are expressed in terms of the learner's capacity to comprehend, create, and engage in real-world scenarios using the target language. This demonstrates a clear departure from conventional instruction based on knowledge towards a competency-based, action-oriented approach that adheres to CEFR criteria. The results show that the instructional techniques encouraged by government initiatives promote the integrated development of reading, writing, speaking, and listening abilities. The goal of classroom activities is to foster learner engagement, collaboration, and meaningful communication. Using real resources, situational discussions, and task-based activities helps students improve

their practical language abilities and boosts their motivation. The CEFR can-do statements, which emphasize the practical application of language rather than individual grammatical rules, are very similar to these methods. The findings also indicate that Uzbekistan's evaluation methods are becoming more and more centered on the CEFR. Teachers are advised to use formative assessment techniques that track students' development through observation, performance assignments, and self-assessment. Summative assessment approaches place emphasis on communicative performance and skill integration, making sure that learners are assessed based on globally accepted competency standards. Increased transparency and consistency in evaluation across educational institutions are facilitated by the expanding use of standardized testing and CEFR-based rubrics.

Teacher professional development is another key outcome. The analysis shows that teacher preparation programs place a higher priority on digital literacy, communicative teaching techniques, and methodological proficiency. Teachers are required to have linguistic competence as well as pedagogical abilities that are consistent with CEFR principles. Teachers are supported in applying creative strategies and modifying instructional materials to fit the varied needs of students through ongoing professional development initiatives. According to the results, the majority of the instructional materials and textbooks utilized in Uzbekistan now adhere to CEFR standards. These resources include culturally appropriate content, interactive activities, and communicative tasks that encourage language usage in real-world scenarios. The CEFR's emphasis on action-oriented learning is reinforced by the integration of multimedia resources and digital tools, which increases learner engagement and fosters autonomous learning. The findings also point out some difficulties with the practical use of CEFR-based approaches. Differences in teachers' methodological preparation, unequal access to resources, and variations in the quality of instruction all contribute to inconsistent results. Notwithstanding these obstacles, the overall findings demonstrate that the incorporation of CEFR standards has greatly enhanced the organization, clarity, and efficacy of foreign language instruction methodology in Uzbekistan, which has aided in the growth of students' communicative competence and preparation for global academic and professional settings.

**Conclusion.** The current research shows that the Common European Framework of Reference for Languages' concepts and standards are having a growing influence on the criteria of the foreign language teaching methodology curriculum in Uzbekistan.

Foreign language education has undergone a tremendous transformation due to the alignment between national educational policies and CEFR, moving away from conventional form-based teaching methods and toward communicative, learner-centered, and competency-based methodologies. This change demonstrates Uzbekistan's dedication to joining the international academic and professional community and modernizing its educational system. The study supports the idea that the CEFR offers a well-organized and consistent approach for determining learning goals, developing curriculum, choosing instructional resources, and evaluating language competence. Educational institutions in Uzbekistan ensure transparency and consistency in anticipated learning outcomes across different educational levels by using CEFR descriptors. By prioritizing genuine communication, integrated skill development, and action-oriented activities, students may improve their practical language skills that are useful outside of the classroom. Additionally, the research emphasizes the vital role teachers play in the effective application of the CEFR-based methodology. Enhancing the quality of education and increasing learner engagement are aided by the effective use of digital technologies, methodological innovation, and continuous professional development. The results, however, also show that issues like the availability of resources, methodological readiness, and consistency in evaluation continue to need ongoing focus and assistance. In general, the integration of CEFR standards into the foreign language instruction curriculum has enhanced the caliber and efficiency of language instruction in Uzbekistan. It fosters communicative proficiency, encourages learner independence, and prepares students for academic mobility and professional interaction in international settings. Continued investment in teacher training, materials development, and infrastructure will further strengthen the implementation of CEFR and ensure sustainable progress in foreign language education throughout the nation.

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