



ASSESSMENT SYSTEM OF FOREIGN LANGUAGE COMPETENCIES BASED ON CEFR: THEORY AND PRACTICE

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Abstract: *This study is devoted to the analysis of the theoretical and practical aspects of the system for assessing foreign language competences based on the Common European Framework of Reference for Languages (CEFR). The study examines the basic principles of the CEFR, the criteria for determining language skills (listening, reading, writing and speaking) by level, and the methods for assessing them. It also highlights the importance of this system in the educational process, its role in improving the quality of teaching, and its impact on the development of students' communicative competence. The practical part analyzes the experiences of introducing the CEFR-based assessment system into the educational process, its integration with modern tests and international assessment systems.*

Keywords: *CEFR (Common European Framework of Reference for Languages), language competence, assessment system, communicative competence, language proficiency levels (A1–C2), international language examinations, formative and summative assessment, quality of education.*

Annotatsiya: *Ushbu tadqiqot tillar bo'yicha umumiy Yevropa ma'lumot bazasi (CEFR) asosida chet tili kompetensiyalarini baholash tizimining nazariy va amaliy jihatlarini tahlil qilishga bag'ishlangan. Tadqiqotda CEFRning asosiy tamoyillari, til ko'nikmalarini (tinglash, o'qish, yozish va gapirish) darajalar bo'yicha aniqlash mezonlari va ularni baholash usullari ko'rib chiqiladi. Shuningdek, bu tizimning ta'lim jarayonidagi ahamiyati, o'qitish sifatini*



oshirishdagi o'rni, o'quvchilarning kommunikativ kompetensiyasini rivojlantirishga ta'siri ko'rsatilgan. Amaliy qismda CEFR asosidagi baholash tizimini ta'lim jarayoniga joriy etish, uning zamonaviy testlar va xalqaro baholash tizimlari bilan integratsiyalashuvi tajribalari tahlil qilinadi.

Kalit so'zlar: *CEFR (Common European Framework of Reference for Languages), til kompetensiyasi, baholash tizimi, kommunikativ kompetentsiya, tilni bilish darajalari (A1–C2), xalqaro til imtihonlari, formativ va summativ baholash, ta'lim sifati*

Аннотация: *Данное исследование посвящено анализу теоретических и практических аспектов системы оценки языковых компетенций на основе Общеввропейских рамок компетенций владения иностранными языками (CEFR). В исследовании рассматриваются основные принципы CEFR, критерии определения языковых навыков (аудирование, чтение, письмо и говорение) по уровням, а также методы их оценки. Также подчеркивается важность этой системы в образовательном процессе, ее роль в повышении качества обучения и влияние на развитие коммуникативной компетенции учащихся. Практическая часть анализирует опыт внедрения системы оценки на основе CEFR в образовательный процесс, ее интеграцию с современными тестами и международными системами оценки.*

Ключевые слова: *CEFR (Общеввропейские рамки компетенций владения иностранными языками), языковая компетенция, система оценки, коммуникативная компетенция, уровни владения языком (A1–C2), международные языковые экзамены, формирующая и итоговая оценка, качество образования*

Introduction

In today's era of globalization, learning and effective assessment of foreign languages is becoming one of the most important areas of the education system. As a result of international cooperation, academic mobility and increasing competition in the labor market, the need to assess a person's language competencies based on clear, reliable and standardized criteria is increasing. In this regard, the Common



European Framework of Reference for Languages (CEFR) is of particular importance as an internationally recognized system for assessing foreign language knowledge [1].

The CEFR system serves to organize the processes of language learning, teaching and assessment based on uniform criteria. Through this system, students' listening, reading, writing and speaking skills are determined based on levels from A1 to C2. As a result, the assessment process becomes more transparent, systematic and objective [2]. The relevance of this study is that by implementing the CEFR criteria in the modern education system, the quality of teaching and assessment efficiency can be improved. At the same time, this approach allows developing students' communicative competence, preparing them in accordance with international standards and making educational outcomes globally recognized.

The system of assessment of foreign language competences based on the Common European Framework of Reference for Languages (CEFR) plays an important role in the modern educational process. This system serves not only to determine the language level of students, but also to develop their communicative abilities in a comprehensive way. CEFR allows organizing language learning, teaching and assessment on the basis of uniform standards, thereby ensuring compatibility and harmony between the education systems of different countries.

The theoretical foundations of the CEFR system are based on a communicative approach. That is, in the process of language learning, the ability to communicate in real-life situations is given priority over grammatical knowledge. Therefore, language competence in the system is divided into several components: linguistic competence (grammar, vocabulary), sociolinguistic competence (correct use of language in a social context) and pragmatic competence (logical and purposeful expression of thought). Together, these components form the student's general communicative competence [4].

In practice, the CEFR consists of six levels, which include the levels A1, A2 (beginner), B1, B2 (independent) and C1, C2 (proficient). Each level is characterized by specific descriptors. For example, a student at level A1 is characterized by the



ability to understand and use simple phrases, while a user at level B2 is capable of understanding complex texts and communicating freely [1]. Levels C1–C2 represent the ability to use the language at a high level, almost close to native proficiency. Through these levels, the dynamics of student development can be clearly observed.

When the assessment system is developed based on the CEFR, it covers the four main language skills: listening, reading, writing and speaking. Each skill is assessed based on separate criteria. While listening focuses on the level of understanding information, reading assesses the ability to understand and analyze text. Writing assesses coherent and logical presentation of ideas, grammatical accuracy and vocabulary. Speaking is assessed based on factors such as fluency, pronunciation and flexibility in communication. This approach ensures that the assessment is comprehensive and objective.

The CEFR-based assessment system is also closely related to international exams. For example, the IELTS, TOEFL and Cambridge Assessment English systems are designed in accordance with the CEFR levels. This allows for international recognition of students' language levels. At the same time, these systems ensure transparency and reliability in the assessment process [5].

The implementation of the CEFR system in practice gives a number of positive results. First of all, clear assessment criteria are created for teachers, which reduces subjectivity. And students, knowing their level clearly, make purposeful efforts to reach the next level. In addition, curricula and textbooks are also improved based on CEFR requirements, which leads to an increase in the quality of education.

At the same time, there are some problems in implementing the system. In particular, factors such as the lack of full understanding of the CEFR criteria by all teachers, the presence of technical and methodological difficulties in the assessment process, as well as a lack of resources are encountered. However, these problems can be overcome with the help of advanced training courses, methodological manuals and modern technologies.

In general, the CEFR-based assessment system is one of the most effective and reliable approaches to identifying foreign language competencies. It not only



assesses the level of knowledge of students, but also determines their readiness for real-life communication. Therefore, the widespread introduction of this system into the educational process is one of the urgent tasks of today. Another important feature of the CEFR-based assessment system is its descriptor-based assessment system. That is, for each level, specific “can do” descriptions are given. These descriptors serve to determine not only the student’s theoretical knowledge, but also his ability to use the language in real-life situations. For example, a student at level B1 should be able to communicate freely on everyday topics, expressing his thoughts in a simple and understandable way. This aspect distinguishes the CEFR from traditional testing systems [7].

In addition, the Common European Framework of Reference for Languages (CEFR) system supports a learner-centered approach. According to this approach, the student is at the center of the educational process and his needs, goals and learning style are taken into account. As a result, students are more involved in independent learning, assessing and developing their knowledge. Another important aspect is the combination of formative and summative assessment. In the process of assessment based on the CEFR, not only the final result (exam), but also the learning process itself is important. Through formative assessment, the student’s development process is constantly monitored, while summative assessment determines the overall result at the end of a certain stage. This makes the assessment more fair and effective.

In modern education, the CEFR system is being integrated with digital technologies. With the help of online testing platforms, mobile applications and artificial intelligence-based assessment tools, the ability to quickly and accurately determine the language level of students is expanding. This is especially important in the context of distance learning. Assessment based on the CEFR also develops metacognitive skills in students.

Conclusion

In conclusion, the above analysis shows that the system of assessment of foreign language competences based on the Common European Framework of Reference for Languages (CEFR) is an important and effective approach in modern



education. This system allows organizing the processes of language learning, teaching and assessment on the basis of a single standard, and serves to accurately, transparently and objectively assess the level of knowledge of students.

Through the CEFR criteria, the communicative competence of students is comprehensively assessed, which makes it possible to determine their readiness for real-life communication. This system also plays an important role in developing students' independent learning skills, reducing the subjectivity of teachers in the assessment process, and improving the quality of education. In practical terms, since the assessment system based on the CEFR complies with international standards, the language level of students is recognized globally. This expands their academic and professional opportunities.

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