

CEFR TIZIMIGA KIRISH

Denov tadbirkorlik va pedagogika instituti

Xorijiy tili va adabiyoti (ingliz tili yo‘nalishi).

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Annotatsiya

Tillar bo‘yicha umumiy Yevropa malaka tizimi (CEFR) til bilish darajasini belgilaydigan muhim xalqaro standart bo‘lib, butun dunyo bo‘ylab pedagogik amaliyotlar va baholash usullarini shakllantiradi. Ushbu maqola CEFRga keng qamrovli kirishni taqdim etadi, uning tarixiy kelib chiqishini, asosiy maqsadlarini va A1 dan C2 gacha bo‘lgan olti bosqichli malaka shkalasining murakkab tuzilishini o‘rganadi. U tinglash, o‘qish, yozish va gapirish bo‘yicha kommunikativ til faoliyatları va kompetensiyalari tavsifi orqali tizimning amaliyotga tatbiq etilishini ko‘rib chiqadi. Bundan tashqari, muhokama CEFRning xalqaro miqyosda til ta’limi va baholash tizimlarini standartlashtirishdagi chuqur ahamiyatini ta’kidlaydi, shu bilan birga uning O‘zbekiston kabi mahalliy kontekstlardagi o‘ziga xos amalga oshirilishini ham ko‘rib chiqadi. Maqolada uni qo‘llashda yuzaga keladigan muammolar, shuningdek, ko‘p tillilikni va xalqaro qiyoslanishni rivojlantirish uchun taqdim etayotgan imkoniyatlar tanqidiy ko‘rib chiqiladi va uning rivojlanayotgan roli va kelajakdagi rivojlanish traektoriyalari haqidagi qarashlar bilan yakunlanadi.

Kalit so‘zlar: CEFR, Til bilish darajasi, Baholash, Pedagogika, Ko‘p tillilik, O‘zbekiston, Standartlar, Kompetensiya

Abstract

The Common European Framework of Reference for Languages (CEFR) stands as a pivotal international standard for language proficiency, shaping pedagogical practices and assessment methodologies globally. This article provides a comprehensive introduction to the CEFR, exploring its historical genesis, core objectives, and the intricate structure of its six-level proficiency scale from A1 to C2. It delves into the framework's operationalization through the description of communicative language activities and competencies across listening, reading, writing, and speaking. Furthermore, the discussion highlights CEFR's profound significance in standardizing language education and assessment systems internationally, while also examining its specific implementation within local contexts, such as Uzbekistan. The article critically addresses the challenges inherent in its application, alongside the opportunities it presents for promoting multilingualism and international comparability, concluding with an outlook on its evolving role and future development trajectories.

Keywords: CEFR, Language proficiency, Assessment, Pedagogy, Multilingualism, Uzbekistan, Standards, Competence

Аннотация

Общеевропейские компетенции владения иностранным языком (CEFR) выступают в качестве ключевого международного стандарта владения языком, формируя педагогические практики и методологии оценки по всему миру. Данная статья представляет всестороннее введение в CEFR, исследуя его историческое происхождение, основные цели и сложную структуру шестиуровневой шкалы владения языком от A1 до C2. В ней рассматривается применение системы через описание коммуникативных языковых действий и компетенций в аудировании, чтении, письме и говорении. Кроме того, обсуждается глубокое значение CEFR в стандартизации систем языкового образования и оценки на международном уровне, а также его специфическое внедрение в местных контекстах, таких как Узбекистан.

В статье критически рассматриваются проблемы, присущие его применению, наряду с возможностями, которые он предоставляет для продвижения многоязычия и международной сопоставимости, завершаясь обзором его развивающейся роли и будущих траекторий развития.

Ключевые слова: CEFR, Владение языком, Оценка, Педагогика, Многоязычие,

Узбекистан, Стандарты, Компетентность

Introduction

The Common European Framework of Reference for Languages (CEFR) represents a cornerstone in contemporary language education and assessment. Developed by the Council of Europe between 1989 and 1996, its initial impetus stemmed from a mid-20th century necessity to facilitate communication for immigrants seeking employment across Europe. Evolving into a robust, standardized system, the CEFR's primary purpose is to provide a consistent and transparent method for the evaluation and teaching of foreign languages, a practice formally recommended by the European Union Council in November 2001. While originally designed to encompass various European languages, its application has become notably prevalent for English, reflecting the language's global prominence. This framework offers a shared metalanguage for describing language proficiency, thereby fostering greater coherence in curricula design, instructional planning, and the development of examinations and certificates across diverse educational and professional contexts internationally. This article aims to provide a graduate-level academic overview of the CEFR, dissecting its structural components, operational implications, and critical reception, with specific attention to its adoption in varied global settings.

Main Body

The Foundational Framework of CEFR

The essence of the CEFR lies in its capacity to offer a common reference point for language skills, promoting multilingualism and strengthening the international comparability of language knowledge. It serves as an internationally recognized recommendation for describing language abilities, functioning as a foundational tool for a wide array of educational stakeholders. Beyond its initial scope, the framework has been continuously refined, with an accompanying volume, the GeR, introduced in 2020. This update expanded and supplemented the original framework, incorporating new developments in language didactics and competence descriptions, thereby ensuring its continued relevance in a dynamic field. The CEFR's utility extends to assisting learners in setting clear goals, guiding educators in course design, and providing clear benchmarks for language testing bodies.

The CEFR Proficiency Levels: A Detailed Elucidation

At the core of the CEFR is its six-level proficiency scale, systematically categorizing language users into three broad groups: A (Basic User), B (Independent User), and C (Proficient User), each subdivided into two distinct levels.

Level A, the Basic User, encompasses A1 and A2. A1, often termed "Beginner," describes individuals capable of understanding and using very basic phrases and simple sentences related to immediate needs. They can interact in a simple way provided the other person speaks slowly and clearly. A2, the "Elementary" level, signifies a basic knowledge allowing for simple and routine communication on familiar topics. Learners at this stage can understand sentences and frequently used expressions related to areas of most immediate relevance and can engage in direct exchanges of information on familiar matters.

Level B, the Independent User, includes B1 and B2. B1, referred to as "Intermediate" or "Advanced Beginner," marks a significant step towards independence. Individuals at this level can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations

likely to arise whilst travelling in an area where the language is spoken and can produce simple connected text on topics that are familiar or of personal interest. B2, the "Upper Intermediate" level, is often considered a critical threshold for advanced language use. Learners here can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, and can produce clear, detailed text on a wide range of subjects.

Level C, the Proficient User, comprises C1 and C2. C1, the "Advanced" level, characterizes individuals who can understand a wide range of demanding, longer texts, and recognize implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions, and can use language flexibly and effectively for social, academic, and professional purposes. C2, denoting "Mastery" or "Near-native" competence, represents the highest level. Learners at this stage can understand virtually everything heard or read with ease, summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They can express themselves spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.

Language Activities and Communicative Competences

The CEFR framework dissects language proficiency across four core communicative language activities: listening, reading, writing, and speaking. For each level, specific descriptors detail what a learner "can do" in these areas, ensuring a comprehensive assessment of communicative competence. For instance, listening competence at a B2 level would involve understanding extended speech and complex lines of argument, while reading competence would entail comprehending complex literary and non-fiction texts. Writing skills at B2 would permit the production of clear, detailed text on a wide range of subjects, presenting arguments with appropriate supporting details. Speaking, encompassing both spoken interaction and spoken production, would enable fluent and

spontaneous interaction with native speakers and the ability to present clear, detailed descriptions and arguments. Importantly, the CEFR also implicitly considers lexical and grammatical competencies, as these underpin effective performance in all four main skill areas. The framework's emphasis is not merely on linguistic knowledge but on the ability to effectively perform communicative tasks in real-world contexts.

The Role of CEFR in Language Pedagogy and Assessment

The CEFR's significance in language education and assessment is multifaceted, serving as a robust international standard. It provides a common metric that allows for the comparability of language qualifications across different educational systems and countries. Certificates aligning with CEFR levels are widely accepted by universities and employers in regions including the US, Canada, Australia, Europe, and Asia, facilitating academic mobility and professional opportunities. For example, various international certifications, such as DELF/DALF for French or Cambridge English exams, explicitly align their assessment with CEFR levels.

Within local contexts, the CEFR's impact can be particularly pronounced. In Uzbekistan, for instance, the CEFR exam, covering languages such as English, German, and French, is administered by the State Test Center. This localization underscores the framework's adaptability and direct relevance to national educational policies. Specific benefits are conferred upon candidates achieving certain CEFR levels; as of January 1, 2018, individuals holding a B1 or higher CEFR certificate are exempt from foreign language entrance examinations for bachelor's degrees and receive maximum points, a privilege extended to master's degree entrance exams for those with a B2 or higher certificate, with these benefits valid for three years. The exam structure itself, lasting between 3 hours 5 minutes to 3 hours 50 minutes and scored out of 150 points with a 60% pass threshold, along with fees (e.g., 506,250 soʻm as of January 2025), demonstrates its institutionalization within the national system.

Challenges, Opportunities, and Critical Perspectives in CEFR Implementation

Despite its widespread acceptance and utility, the implementation of CEFR is not without its challenges and merits critical scrutiny. One significant issue is the potential for inconsistencies in its application. Language schools and testing bodies may not always strictly adhere to CEFR definitions, leading to potential mislabeling of courses or setting divergent benchmarks for proficiency levels. This can create confusion for learners and employers alike, undermining the framework's aim for universal comparability. Furthermore, progress between levels is often estimated, with varying hours of study and practice suggested (e.g., 40-60 hours for A0 to A2, 100-150 hours for B1 to B2), highlighting that true language acquisition is a continuous, long-term process requiring sustained exposure, motivation, and interaction, extending beyond simply reaching a defined CEFR level.

Another challenge arises when adapting the CEFR to languages with unique linguistic characteristics, such as Arabic. The framework must be carefully applied to accommodate specific morphological and syntactic features, which can introduce inherent difficulties in assessment, particularly for written communication. This necessitates tailored methodological recommendations and assessment rubrics to ensure fairness and accuracy, as demonstrated by empirical research.

However, these challenges are balanced by significant opportunities. The CEFR's emphasis on "can-do" statements empowers learners with a clear understanding of their abilities and fosters self-assessment, extending its utility beyond formal examinations. It provides a robust tool for curriculum development, enabling educators to design syllabi that are transparent, progressive, and aligned with international standards. For policymakers, it offers a framework for promoting multilingualism and facilitating the integration of diverse linguistic communities. The framework encourages a communicative approach to language teaching, shifting the focus from mere grammatical knowledge to the practical application of language in real-world scenarios.

Conclusion

The Common European Framework of Reference for Languages has firmly established itself as an indispensable instrument in the global landscape of language education and assessment. From its historical origins as a response to practical communication needs in Europe to its current status as an internationally recognized standard, the CEFR offers a coherent and transparent system for describing language proficiency across a spectrum of six detailed levels. Its comprehensive approach to defining communicative competencies across listening, reading, writing, and speaking has profoundly influenced pedagogical practices and the design of language examinations worldwide, as evidenced by its localized application and specific benefits in countries like Uzbekistan. While facing challenges related to consistent implementation and adaptation to diverse linguistic systems, the CEFR continues to offer substantial opportunities for promoting multilingualism, fostering international comparability of skills, and empowering learners through clear goal-setting and self-assessment. Its future role is likely to involve further refinement and adaptation, ensuring its continued relevance in an increasingly interconnected world, thereby solidifying its position as a cornerstone of language learning and evaluation for generations to come.

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