**The role of CEFR in the field of education in our country**

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**Abstract** In this article the importance of CEFR and using it in the field of education is expressed. It is also helpful for language learners to check their level of knowledge in languages. The impact of this framework of reference we can see in all over the world.

**Key words:** language learner, framework, assess, impact, reference

**1 Introduction**

Language is a bridge that connects countries. Nowadays, the level of knowledge of languages ​​plays an important role in world communication, and the need for English language in communication with different peoples is very high.

It is known that the most widely spoken languages ​​in the world are English, Russian, Arabic, French, Spanish and Chinese, among which the emphasis on English is of particular importance.

There are 5 countries in the world whose official language is English:

the United Kingdom, the United States, Australia, Canada and New Zealand.

There is a lot of emphasis in English as the most spoken language in the world.

It is known that about 1 percent of 4 of the world’s population speaks Chinese, and the official language of many countries is Spanish.

 This begs the question: Why is English so popular among the peoples of the world? Some attribute this to the large number of English-speaking peoples, while others attribute it to the fact that it is easy and convenient to learn the language.

**2.Main Part**

Great attention is paid to the study and teaching of English in our country. In this regard, we can see several changes in the field of education.

The use of the CEFR system in English language learning has been established, according to which all stages of education are functioning.  
 The CEFR, which is listed as a European system, is widely used throughout Europe in teaching not only English but also other foreign languages. The CEFR-based teaching system has achieved a number of successes in language teaching and learning. CEFR was established between 1989 and 1996 in the European Community, on the basis of which the "Language Learning for European Citizens" formed the main part. The main goal of the project is to provide methods for learning, teaching and evaluating all languages ​​in Europe.

The CEFR is useful to you if you are involved in learning, teaching or assessing languages. We have aimed this booklet at language professionals such as teachers and administrators rather than candidates or language learners. It is based on Cambridge ESOL’s extensive experience of working with the CEFR over many years

The European standard is the assessment of language proficiency on the basis of 6 stages, which consist of A 1, A2, B1, B2, C1 and C2.

It should be noted that in addition to the CEFR, there are other language learning and teaching programs in the world.

These include the ILR (Interagency Language Roundtable Scale) in the United States and the ACTFL (American Council for the Teaching of Foreign Languages ​​Proficiency Guidelines), the NB OPS (New Brunswick Oral Proficiency Scale) program for English and French only, and the CLB (Canadian) in Canada. Language Benchmarks) and PSC (Public Service Commission of Canada Second Official Language Proficiency Levels) and others.

One of the most important ways of adapting the CEFR is the production of language-specific Reference Level Descriptions. These are frameworks for specific languages where the levels and descriptors in the CEFR have been mapped against the actual linguistic material (i.e. grammar, words) needed to implement the stated competences. Reference Level Descriptions are already available for several languages:

German Reference Level Description – Profile deutsch.

French Reference Level Descriptions – Référentiels

Spanish Reference Level Description – Plan curricular

Italian Reference Level Description – Profilo della lingua italiana.

English Reference Level Description – The English Profile (EP) Programme

Among them, CEFR is notable for its full compliance with world standards and popularity.

These programs provide for the teaching and learning of languages.  
The steps for determining the language proficiency of these programs are as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CEFR** | **ILR** | **ACTFL** | **NB OPS** | **CLB** | **PSC** |
| **A1** | **0/0+/1** | **Novice (Low/Mid/High)** | **Unrated/0+/1** | **1/2** | **A** |
| **A2** | **1+** | **Intermediate (Low/Mid/High)** | **1+/2** | **3/4** | **B** |
| **B1** | **2** | **AdvancedLow** | **2+** | **5/6** | **C** |
| **B2** | **2+** | **AdvancedMid** | **3** | **7/8** |  |
| **C1** | **3/3+** | **AdvancedHigh** | **3+** | **9/10** |  |
| **C2** | **4** | **Superior** | **4** | **11/12** |  |
|  | **4+/5** |  |  |  |  |
|  |  | |  |  |  |  |  |  |

The evaluation procedure between IELTS and CEFR can be seen by the following equation.

IELTS - 4.0 -5.0 (B1 and B2); 5.0-6.5 (on the border of B1 and B2); 7.0-8.0 (initial limit of C1 and C2); 8.0- 9.0 (C1 and C2);

It is obvious that the evaluation criteria are different in each program, but the levels of the stages are equal.

At CEFR, the order and plan of language lessons at each stage are classified on the basis of modern pedagogical technologies, which show step-by-step the procedures for developing reading, writing, listening and speaking skills.

Also, the level of knowledge of foreign languages ​​is determined by the rules of a certain order.

Topics related to grammar, speaking, listening comprehension, and vocabulary are defined in the stages formed on the basis of CEFR requirements, and textbooks, manuals, and books are available for each stage. One of the advantages of CEFR is that its training schedule is step-by-step, while the next advantage is that it allows extensive use of textbooks and textbooks for each stage, as well as the existence of certain requirements at each stage. Through the introduction of this system, effective work is being done in the teaching of English and other foreign languages ​​in the education system of our country.

Including: Stages A1 and A2 are designated for high schools and lyceums, while B1 and B2 are designated for universities and institutes.

Extensive work is being done to teach foreign languages ​​at every stage of education.

It should be noted that the creation and introduction of textbooks and literature for each stage of CEFR is of great importance, as it provides sample opportunities for teaching foreign languages.

At a time when the country pays great attention to education, a lot of work is being done to improve the quality of education.  
 As we move towards the European direction, we can clearly see how effective its new direction is in the field of education. CEFR is a new program in our country, in which the level of English language proficiency is given at the school, high school and institute levels on the basis of certain criteria. The main requirement for the teacher in this program is that the student should be able to develop speech skills to avoid being limited by grammar. Therefore, the demand for high-demand classrooms and multimedia rooms is growing rapidly.

The need to use new pedagogical technologies in each lesson is a key requirement for English teachers.

The main purpose of language lessons is to develop oral, listening, speaking, and writing skills in the requirements.

**3.Conclusion**

To conclude , the entry of CEFR into the education system of the Republic has a significant impact on the further development of foreign language skills of our youth.

At present, new pedagogical technologies are widely used in teaching foreign languages ​​at all stages of education. The CEFR system outlines many new teaching methods for teachers.

CEFR, which is widely used in European countries, has a significant impact on the teaching of foreign languages ​​in the field of education in our country.

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