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CEFR AS A STRATEGY AND ITS BENEFITS IN UZBEKISTAN

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Annotatsiya: Ushbu maqolada O‘zbekistonda CEFR (Yevropa tillarining umumiy malaka doirasi) joriy etilishi til ta‘limi tizimiga qanday ijobiy ta‘sir ko‘rsatgani tahlil qilinadi. CEFR asosida o‘quv dasturlari va baholash tizimi standartlashtirilib, zamonaviy va kommunikativ metodlar joriy qilindi. Bu jarayon o‘qituvchilarning malakasini oshirish, xalqaro darajada tan olinadigan sertifikatlarni taqdim etish va o‘qituvchilarning til o‘rganishga bo‘lgan motivatsiyasini kuchaytirishga yordam berdi. Natijada, O‘zbekiston til ta‘limi sifati va xalqaro raqobatbardoshligi sezilarli darajada oshdi.

Kalit so‘zlar: CEFR, O‘zbekiston, til ta‘limi, standartlashtirish, zamonaviylashtirish, o‘qituvchi tayyorlash, xalqaro tan olinishi, o‘quv dasturi, baholash

Annotation: This article analyzes the positive impact of the implementation of the CEFR (Common European Framework of Reference for Languages) on Uzbekistan’s language education system. The adoption of CEFR has led to the standardization of curricula and assessment, the introduction of modern communicative methodologies, and enhanced teacher professional development. It has also facilitated the issuance of internationally recognized language certificates and increased student motivation toward language learning. As a result, the quality and global competitiveness of language education in Uzbekistan have significantly improved.

Key Words: CEFR, Uzbekistan, language education, standardization, modernization, teacher training, international recognition, curriculum, assessment

Аннотация: В статье анализируется положительное влияние внедрения CEFR (Общеввропейской системы оценки владения иностранным языком) на систему языкового образования в Узбекистане. Внедрение CEFR позволило стандартизировать учебные программы и процедуры оценивания, внедрить современные коммуникативные методы преподавания и повысить квалификацию учителей. Это также способствовало получению международно признанных языковых сертификатов и повысило мотивацию учащихся к изучению языков. В результате качество и международная конкурентоспособность языкового образования в Узбекистане значительно возросли.

Ключевые слова: CEFR, Узбекистан, языковое образование, стандартизация, модернизация, подготовка учителей, международное признание, учебная программа, оценивание.

CEFR as a strategy

The Common European Framework of Reference for Languages (CEFR) was designed by the Council of Europe in order to provide a framework that is both clear and



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uniform for the development of curricular guidelines, instructional materials, competency exams, and language syllabuses. Using the six levels of proficiency that are described under this framework, precise criteria for language instruction and evaluation are developed. These levels are as follows: A1 and A2 (Basic User), B1 and B2 (Independent User), and C1 and C2 (Proficient User). A system like this is now being implemented in Europe and is gradually making its way to other parts of the world. The Common European Framework of Reference for Languages (CEFR) has recently been implemented into the educational system of Uzbekistan, with the primary objective of improving the teaching of the English language. Uzbekistan's larger aim to modernize its educational system and gain deeper integration into the global community includes this ambition as a component of that approach.

Evidence of this integration may be seen in the decrees issued by the President, such as Decree No. 2909 (2017), which encourage improved education in other languages, particularly English. Through the implementation of the Common European Framework of Reference (CEFR), educational institutions, career training programs, and schools are working toward the goal of standardizing education across the country. In addition, in order to fulfill the mandates of the Ministry of Public Education and the Ministry of Higher and Secondary Specialized Education, programs that prepare teachers are expected to adhere to the criteria established by the Common European Framework of Reference (CEFR). This provides a quantitative foundation for language development and ensures that courses are intended to serve students as they progress through the various levels of the Common European Framework of Reference for Languages (CEFR).

Additionally, new national examinations for both instructors and students are based on the Common European Framework of Reference for Languages (CEFR). This not only ensures that Uzbekistan's linguistic qualifications are comparable to those of other nations, but it also provides them with badges that are acknowledged all over the world. In addition, this alignment makes it simpler for people from all over the world to evaluate the quality of your language abilities. This is beneficial for students who are interested in receiving scholarships or participating in school exchanges, as well as for professionals who are interested in working in other countries.

According to the regulations that have been established by the government, all students, including those who are interested in attending college, as well as instructors, are required to demonstrate that they are able to speak English at a specific CEFR level (for teachers, this would be B2). With assistance from organizations such as the British Council and the United States Embassy, the government is exerting a great deal of effort to resolve these concerns. This is accomplished through the provision of assistance, training, and tools, despite the fact that there are certain problems, such as a lack of sufficient trained teachers or materials that are up to date. The strategy for language instruction in Uzbekistan that makes use of the Common European Framework of Reference (CEFR) ultimately results in an improvement in education, makes it simpler for people from other

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nations to comprehend, and contributes to the overall economic and social development of the country.

Significant changes in CEFR after 2020 around the world

Since the release of the CEFR Companion Volume in 2020, the Common European Framework of Reference for Languages (CEFR) has experienced several significant enhancements and modifications worldwide. Changes have also been implemented to other areas. Through the deployment of this update, issued by the Council of Europe, the fundamental framework was enhanced in several key areas. Several new measures were implemented, including those pertaining to mediation, internet engagement, plurilingual and pluricultural proficiency, phonological skills, and sign language competence. Additional scales were incorporated as well. An additional refinement was implemented to the descriptions of the previously existing levels, especially concerning the A1 and C levels. To enhance inclusivity, neutrality concerning gender, and modality, we implemented specific modifications to the descriptions (Council of Europe, 2020a).

Companion Volume was generated via thorough validation, which included the inclusion of comments from around 1,500 specialists and over 300 institutions (Schneider & North, 2020-). This was done to ensure that the framework is effective and adaptable across a broad variety of educational circumstances. By doing so, the Companion Volume was released. Language teachers, curriculum designers, and policymakers now rely on the newly released volume as their principal source of information. This is because it encourages language instruction, evaluation, and certification that is more open and easy to understand (Council of Europe, 2020b). This is for the reason that it fosters transparency.

The Common European Framework of Reference for Languages (CEFR) has had a more substantial influence on research and academic settings throughout this same time span by virtue of its implementation. A multilingual dataset that contains around 505,000 texts that have been tagged with the Common European Framework of Reference for Languages (CEFR) in thirteen different languages has been developed since the project that is known as the Universal Common European Framework of Reference for Languages (CEFR) started in the year 2025. According to Raganato et al. (2024), this library makes a contribution to the development of reading and machine learning strategies that are in conformity with the standards of the Common European Framework of Reference for Languages (CEFR). The website is also useful for doing in-depth research on the many different methods that are used to evaluate a person's proficiency in the English language.

As a consequence of this pledge, the Common European Framework of Reference for Languages (CEFR) will continue to make a contribution to the field of language education in the years to come. The Common European Framework of Reference for Languages (CEFR) has undergone substantial modifications and additions since the year 2020. As a consequence of the publishing of the Companion Volume as well as additional research initiatives such as the Universal Certificate of Foreign Languages, it has become an increasingly vital basis for teaching, studying, and assessing languages all over the world. This is the case because of many factors.



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Adoption of CEFR and its benefits in Uzbekistan

The Common European Framework of Reference for Languages (CEFR) has made a big difference in the Uzbek language and education system. It has led to a number of big improvements. The Common European Framework of Reference for Languages (CEFR) has been very important in making language teaching and testing the same all over the country by setting consistent performance levels from A1 to C2. This standardization has made it easier for teachers and policymakers to set clear learning goals and standards.

The curriculum has been changed to follow global best practices. Instead of just memorizing facts, students now learn how to use language in real-life situations, improve their listening, speaking, reading, and writing skills, and become better communicators. The CEFR's specific level descriptors help teachers explain what they expect from students at each level. Students can also use them to check their progress and set their own goals.

Uzbekistan's agreement with the Common European Framework of Reference for Languages (CEFR) has made its language qualifications more widely accepted around the world. This has made it easier for students to find academic opportunities, scholarships, and jobs abroad. This change has led to big improvements in how teachers are trained and how they can grow professionally. Teachers now have to use new ways to teach and new ways to test students.

Because the CEFR promotes a learner-centered approach, classrooms become more engaged and students actively participate in real-life communication. High-quality textbooks, digital resources, and materials that are both globally benchmarked and locally relevant have been developed and adopted as a result of the need to achieve CEFR requirements.

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