

ENHANCING STUDENTS'
COMMUNICATION AND ACADEMIC SUCCESS
THROUGH CRITERIA-BASED ASSESSMENT
BASED ON CEFR DOCUMENTS

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CEFR HUUJATLARI ASOSIDA MEZONLARGA
ASOSLANGAN BAHOLASH ORQALI
TALABALARNING MULOQOT VA AKADEMIK
FAOLLIGINI OSHIRISH

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ПОВЫШЕНИЕ КОММУНИКАЦИИ И
АКАДЕМИЧЕСКИХ АКТИВНОСТЬ
СТУДЕНТОВ ЧЕРЕЗ КРИТЕРИЙНОЕ
ОЦЕНИВАНИЕ НА ОСНОВЕ ДОКУМЕНТОВ
CEFR

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Abstract: This article covers the issue of students' learning of linguistic competences based on criteria-based assessment. In the acquisition of language skills, its criteria and descriptors are considered one of the important requirements of the present time.

It is important for evaluators and learners to form and improve pedagogical processes for teaching and learning, and helps to objectively evaluate student's knowledge.

Key words: CEFR, CEFR-level, assessment, descriptors, language skills, communicative competence.

Annotatsiya: Ushbu maqola talabalarning lingvistik kompetentsiyalarni mezonlarga asoslangan baholashga asosida baholash masalasi yoritilgan. Til bilish ko'nikmalarini shakllantirishda uning mezonlarini o'rganish hozirgi davrning muhim talablaridan biri hisoblanadi. Baholash mezonlari talabalarni o'qitish va pedagogik jarayonlarini shakllantirishda muhim bo'lib, talabalar bilimni xolisona baholashga yordam beradi.

Kalit so'zlar: CEFR, CEFR darajasi, baholash, til ko'nikmalari, kommunikativ kompetentsiya.

Аннотация: В данной статье рассматривается вопрос оценки языковых компетенций студентов на основе критерию оценивания. Изучение критериев в формировании языковых навыков является одним из важных требований современной эпохи. Критерии оценивания имеют важное значение в формировании учебно-педагогического процесса и помогают объективно оценить знания студентов.

Ключевые слова: CEFR, уровень CEFR, оценка, языковые навыки, коммуникативная компетентность.



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ABSTRACT / KIRISH / ВВЕДЕНИЕ

In recent years, effective work has been carried out in our country to develop a national assessment system for students' learning of foreign languages and to determine the level of students' knowledge of foreign languages. Including the Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021 "On measures to bring the activities of popularization of foreign language learning in the Republic of Uzbekistan to a new level in terms of quality" and dated May 19, 2021 " Decision No. 312 of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to effectively organize the popularization of learning foreign languages" [1]. As a result, it was possible to carry out effective work on the formation of students' foreign language skills. Today, another type of criteria for evaluating these skills is the CEFR.

CEFR - (Common European Framework of Reference) is a common European information system for languages, a system of foreign language proficiency levels used in learning, teaching, and assessment in the European Union. The CEFR was originally developed by the Council of Europe between 1989 and 1996 to implement the "Language Learning for European Citizenship" project. The main purpose of the CEFR system is to evaluate the teaching system of all European languages in a special way. Since November 2001, according to the results of the Council of the European Union, it is recommended to use the CEFR to assess the level of language knowledge and create a system of national languages.

ADABIYOTLAR TAHLILI VA METOD (ЛИТЕРАТУРА И МЕТОД / MATERIALS AND METHODS)

The history of the introduction of CEFR into social life is also related to the increase in the number of people who come to Europe in search of work. Since then, in addition to Spanish, German, French, and Italian languages, English has spread widely in Europe, and a special education system was required for those coming to Europe to be able to communicate with the

local population easily and without problems. As a result, plans for passing special exams for those coming to work in Europe were developed, which initially included exams in all languages valid in Europe. Today, the CEFR system is the most widely used system for teaching, learning and evaluating the English language, and English language teaching centers around the world take the necessary exams directly based on the rules of this system.

CEFR is a level test, that is, a test taken to determine the level of knowledge and acquisition of a foreign language. Today, in our country, under the control of the state test center, it is organized in special centers for certain periods, and special certificates are presented based on the result. Unlike IELTS, CEFR exams are organized in exam forms consisting of a total of five sections, which include areas such as Listening, Reading, Lexical and Grammar competence, Writing, Speaking. When 60% of the highest points are collected according to the results of the test, the applicant is considered to have passed the exam and certificates of level B1, B2 or C1 are issued according to the level passed [2. 74-79].

That is, the ability to understand the main content of the audio texts heard in the listening comprehension section is checked and evaluated. In the listening comprehension section, each text is played twice, and before the text is played, you are given 30 seconds to familiarize yourself with the questions about the text;

In the Reading section, the skills of understanding the main content and details of authentic texts of various genres are checked and evaluated. Reading comprehension consists of four parts and thirty questions, and the largest text is composed of 400 words;

In the Lexical and Grammar competence section, the ability to use lexical and grammatical units correctly in the context is monitored and evaluated;

In the Writing part reflects the view of candidate's writing ability and skills to compose a complete text based on a given situation or topic, using appropriate vocabulary and grammar

to the assigned level. In this section, one of the main features is to express his/her thoughts correctly and fluently in the foreign language. The candidate should create a written text based on the given topic and basic questions, tackling a certain issue in the topic and give a clear opinion on this problem. It is also required to write an essay drawn on personal experience addressing the given topic in the basic questions;

In the speaking section checks and evaluates the language learner's ability to answer questions, to make an oral presentation, to express his/her opinion on a problem and to justify them. In the speaking section, the knowledge factor relates to a wide repertoire of lexis and grammar which allow flexible, appropriate, precise construction of utterances in real time. The applicant is asked questions about everyday topics or personal life in the style of an interview, and it is seen as the ability to answer the questions without special preparation and with immediate response. The candidate is required to compose a monologue of at least two minutes based on the given problem situation, and during the speech, the candidate must express a solution to the problem based on his approach to this problem. Also, questions are posed from the topics related to the candidate's personal life, and additional information is given to the candidate according to the topic of the monologue. However, in this section, the applicant will not be given additional time for preparation.

The significance of the trends "European competences for learning foreign languages: learning, teaching and assessment" created by the initiative of the European Council, forms the principles of a new approach to learning foreign languages. The developed recommendations consist of a communicative approach to language and include all types of speech activity. The main goal of this is to help language learners to increase their motivation in learning a foreign language by independently determining and evaluating their knowledge level [3].

**DISCUSSION (MUHOKAMA /
OBСУЖДЕНИЕ)**

The decisions and decrees adopted today on the study of foreign languages lead to increased activity and responsibility for the development of the field and the emergence of new research. Its purpose is to bring foreign language acquisition to the level of contemporary requirements. Referring to the positive experiences in the world, experts came to the conclusion that the desire to effectively teach foreign languages is recognized as one of the most urgent problems abroad. Consequently, the document "European competences for learning foreign languages: learning, teaching and assessment" created by the initiative of the European Council soon gained attention in regions outside the European region and brought about a number of changes in the language policy program of the countries. Accordingly, the popularity of language certificates (for example, CEFR) is increasing today.

The main purpose of language certificates (in the case of CEFR) was to clearly describe and comment the level of knowledge acquired by the learner in the process of learning a foreign language or at the end of it. The project is not only aimed at foreign language learners and teachers, but also educational staff directly and indirectly related to the field of foreign language learning, namely, authors of foreign language textbooks, publishers, foreign language raters whom it helped dealing with the problem of determining the level.

In terms of content, language certificates (in the example of CEFR) focus at describing the set of competencies (qualifications) related to foreign language acquisition. Collectively, competencies consist of basic competencies such as general and communicative. It is not directly related to common foreign languages, but at the same time it is of great importance in language acquisition. It includes worldly knowledge, social (sociocultural) knowledge, and competencies concentrated at acquiring intercultural knowledge, while communicative competencies include "pure" linguistic skills such as lexical, grammatical, semantic, phonological, orthographic and orthoepic.

Communicative competencies also include sociolinguistic and pragmatic competencies. They act as a kind of "bridge" between general and communicative competences.

By moving from simplicity to complexity, personal competencies in the process of language learning form such characteristics as self-confidence, independence and self-critical attitude. One of the main advantages of language certificates (in the case of CEFR) is that they include six progressive levels: A1, A2, B1, B2, C1 and C2. In determining the levels, the traditional "triad" - initial, intermediate and advanced levels are taken as the basis. The initial level is the application of elementary language structures to A1 and A2 levels, and the intermediate level is independent language acquisition. level includes B1 and B2 levels, and the higher level includes C1 and C2 levels, which include proficient language acquisition.

Along with the formation of knowledge levels and skills of students, language certificates (in the example of CEFR) reveal the essence of specific competencies used in language learning processes [4]. Forms the competence of reading comprehension, which is one of the main types of speech activity, can understand and critically interpret practically all written texts, and also forms the qualities of understanding long and complex texts of a large volume and discovering subtle stylistic differences and hidden meanings in them.

During the preparation process for obtaining CEFR certificates, each student gains the ability to read and understand long and complex texts that are not related to his field by repeatedly reading difficult sentences in the text, and develop the potential to adapt to the pace of reading by reading certain texts which have different purposes, and become an expert who can use the relevant vocabulary purposefully. By achieving an increasingly large vocabulary, learners form competences to employ synonyms to relatively infrequently used phrases which cause some difficulty understanding, and to be

able to read reasonably uncomplicated field texts on a topic of interest and expertise.

This preparatory process allows the student to build skills to understand short, simple and meaningful texts on a particular topic, in which words encountered in everyday life and related to the profession; as well as to read and comprehend short and simple texts consisting of frequently used words. Also, in the case of language certificates CEFR, students have:

- traditionally forms competences that should be acquired in the future;
- forms the ability to master certain language rules and develop vocabulary;
- forms the ability to learn the grammatical features of a specific language;
- develops communication skills;
- forms self-assessment skills.

It should be noted that this document helps evaluators or teachers to objectively determine at what level the student's results or his basic skills and competencies with the given standard (descriptors).

RESULTS (NATIJAR / РЕЗУЛЬТАТЫ)

For example, the standards described in CEFR B1 to C1 for "conversation" are as follows:

C2 - Able to converse comfortably and appropriately without any linguistic limitations in leading a full social and personal life.

C1 – Able to use language flexibly and effectively for social purposes, including emotional, symbolic and humorous use.

B2 – Able to engage in extended conversation with clear participation on most general topics, even in noisy environments.

It is possible to maintain a relationship with native speakers without inadvertently exciting or disturbing them or requiring them to behave differently than they would with a native speaker.

-Able convey levels of emotion and emphasize the personal significance of events and experiences.

B1 – Able to engage in conversations on familiar topics. In everyday conversations, he can follow clearly articulated speech directed at

him, but sometimes he has to be asked to repeat certain words and phrases.

-Able carry on a conversation or discussion, but sometimes it can be difficult to follow exactly what he is trying to say.

-Able express and respond to emotions such as surprise, joy, sadness, interest and indifference [5. 33-61].

CONCLUSION (XULOSA / ЗАКЛЮЧЕНИЕ)

On top of that, this document is not free from repetitions and abstract contradictions. This creates some difficulties in using them. Among the specific complexities, the problem of translation of competencies and a number of terms also has its influence. In short, properly organized criteria based assessment allows a creative and critical approach to mastering educational material. This is especially evident when students get knowledge acquired in previous subjects when learning a new subject. Students' independent activity enriches their knowledge.

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