

**Enhancing Linguodidactic Competence in the Continuous Foreign Language
Education System of Uzbekistan**

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ИСТОРИЯ СТАТЬИ: <i>Received: 07.04.2024</i> <i>Revised: 08.04.2024</i> <i>Accepted: 13.04.2024</i>	<i>This article explores the significance of linguodidactic competence in Uzbekistan's foreign language education system. It examines educational reforms, implementation of CEFR-aligned teaching models, challenges in language instruction, and the localization of educational materials. The article also offers practical recommendations for teacher training and technological integration to enhance language learning outcomes across all educational levels.</i>
КЛЮЧЕВЫЕ СЛОВА: <i>linguodidactics, CEFR, teacher training, ELT, Uzbekistan, language education, educational reform</i>	

1. Introduction

In the context of globalization and digital transformation, mastering foreign languages has become a key educational goal. Uzbekistan has prioritized the improvement of foreign language teaching, especially English, through national reforms and strategic collaborations. Linguodidactic competence—defined as the ability to apply linguistic, pedagogical, and psychological principles in language instruction—is critical for preparing qualified language educators.

2. Linguodidactic Competence and Its Relevance

Linguodidactic competence includes the mastery of specialized terminology, methodological knowledge, and the ability to adapt materials for learners' needs. It supports the development of communicative competence and prepares students for cross-cultural and professional interaction.

3. National Reforms and Educational Strategy

Presidential resolutions (No. 1875 in 2012, No. 610 in 2017) and the public education development concept (No. 5712 in 2019) introduced CEFR-based teaching standards, enhanced teacher certification systems, and supported the creation of the "English-Speaking

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Nation" project. These reforms aim to strengthen language education across all educational levels.

4. Challenges in Language Teaching

Despite reforms, several challenges persist: - Insufficient authentic and localized teaching materials - Limited teacher qualifications and professional development - Overreliance on rote assessments - Lack of technological infrastructure in some regions

5. CEFR and the Multistage Language Model

Uzbekistan's language education is aligned with CEFR proficiency levels (A1–C2), structured across primary, secondary, and higher education. However, consistent implementation depends on curriculum integration, assessment alignment, and teacher readiness.

Detailed Overview of the CEFR System

The CEFR (Common European Framework of Reference for Languages) was developed by the Council of Europe in the 1990s, not the British Council. While the British Council actively promotes and uses the CEFR, it is not the originator. The CEFR was designed to standardize and harmonize language education and assessment across Europe and globally. It provides clear benchmarks for learners and educators to understand language proficiency levels.

Appendix: Detailed Overview of the CEFR System

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CEFR Level	Proficiency Description	Abilities
A1 – Beginner	Basic understanding and communication	Can use familiar everyday expressions and basic phrases. Can introduce themselves and ask/answer personal questions.
A2 – Elementary	Routine communication on familiar topics	Can perform simple tasks and describe personal background, immediate environment, and basic needs.
B1 – Intermediate	Dealing with everyday situations	Can handle most travel-related situations, produce simple connected text, and describe experiences and events.
B2 – Upper Intermediate	Independent interaction and expression	Can interact fluently with native speakers and write clearly on a range of subjects.
C1 – Advanced	Fluent and structured language use	Can express ideas fluently and spontaneously, using language flexibly in social and academic contexts.
C2 – Proficient	Near-native mastery	Can express themselves fluently and precisely, understanding subtle nuances even in complex situations.

Key Aspects of the CEFR Framework

1. Can-Do Statements:

Each CEFR level is supported by 'can-do' descriptors for listening, speaking, reading, and writing. These help learners and teachers understand what functional tasks can be achieved at each level.

2. Descriptive Scales:

Scales define performance in each skill area and provide clear reference points for assessment and teaching.

3. Competence-Oriented:

The CEFR emphasizes real-world language use, assessing functional communication rather than theoretical knowledge.

4. Modular Approach:

The framework is adaptable across diverse educational and professional contexts, supporting flexible application.

The British Council has played a pivotal role in disseminating CEFR practices. Although it did not create the CEFR, it has adopted CEFR levels in its curricula and assessments. For instance, the IELTS exam maps to CEFR as follows:

- IELTS 5.5–6.5: CEFR B2
- IELTS 7.0–8.0: CEFR C1

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The British Council's teaching programs often use CEFR descriptors to guide lesson planning, material development, and evaluation.

6. Localization and Technological Integration

Using culturally relevant and context-sensitive teaching materials ensures better engagement and learning. Additionally, integrating digital tools can bridge learning gaps and improve access to global resources—provided that educators are trained in their effective use.

7. Digital Transformation and AI in Language Education

Recent developments in artificial intelligence and digital tools are rapidly transforming the landscape of language education worldwide. In Uzbekistan, initial steps have been taken to integrate AI-driven platforms, such as adaptive learning apps, virtual tutors, and automated assessment systems. These innovations offer personalized learning experiences, immediate feedback, and scalable solutions for under-resourced schools.

AI-supported chatbots, speech recognition tools, and machine translation services can enhance learners' listening, pronunciation, and communication skills. Moreover, national platforms are beginning to incorporate these technologies into teacher training programs, promoting digital literacy among educators. While infrastructure challenges remain, Uzbekistan's move toward digitalization aligns with global educational trends and promises to expand access to quality foreign language instruction.

8. Conclusion and Recommendations

To further enhance foreign language education:

1. Expand linguodidactic-focused teacher training programs.
2. Develop localized ELT content and textbooks.
3. Improve infrastructure and access to educational technology.
4. Encourage intercultural competence and scientific communication.
5. Ensure continuous teacher certification and CEFR benchmarking.

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