
CEFR (COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT)

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ANNOTATION

The present qualification paper is entitled “CEFR (Common European Framework of reference for language learning, teaching and assessment)”. The given qualification paper gives us a notion for the competences of Common European Framework of reference. Nowadays, there is the distinctive interest to learn the foreign languages. The actuality of the given Qualification Paper is caused by the Framework of reference for language learning, teaching and assessment.

Keywords: Language, globalization, integration, arabization, language process.

Higher Education in our country is initiating a major reform by implementing use of the Common European Framework of Reference for languages - learning, teaching and assessment (CEFR) in the country. On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”.

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. As our president stated “Our youth must be more clever, stronger and happier than we are¹”.

The topic of the present qualification paper is “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” in conditions of the world integration and globalization in the course of human activities. All people round the world have the tendency to learn foreign languages.

The peculiarities of development of the medium by which speakers of a language communicate their thoughts and feelings to others, the tool with which they conduct their business or the government, and the vehicle by which the science, the culture has been transmitted is surely worth of study. It is reasonable to assume that a liberally educated person should know something of the conventions of the foreign language we learn, the four language skills of it has been enriched.

All the above-mentioned aspects are gathered under the single name of the English language in the present work thus it is fruitful to discuss and examine in most detail the evolution of the modern English language which is marked by the greatest influence of learning language

The restructured version of the Common European Framework of reference for language learning, teaching and assessment represents the latest stage in a process which has been actively pursued since 1971 and owes much to the collaboration of many members of the teaching profession across Europe and beyond.

They will not be concerned with specific ways in which teachers, examiners, textbook writers, teacher trainers, educational administrators, etc. may use the Framework. These are the subject of special guidance addressed to the particular category of user concerned, contained in a fuller User Guide available from the Council of Europe, which can also be consulted on its website.

¹ I.A.Karimov “The dream of harmonically developed generation”, T: 1998

These notes are meant as a first introduction to the Framework for all its users. They have been readily accepted by the people and handed down to the present day, because they have a universal value. We can find abbreviations, which fit any business situation and this gives them general application.

The actuality of the given qualification paper is caused by the dynamics of the development of modern English. The principle objectives are as following: to show the significance of Common European Framework of Reference for Languages: Learning, Teaching, Assessment on teaching learners.

Abbreviations, the subject of our paper, make our life easier. However, when using them, we shouldn't overdo it. The CEFR is the most intensively developing units of English teaching. Consequently, there is the distinctive interest to learn in modern linguistics.

The chief purpose of this paper is to treat the above-mentioned lexical group in order to demonstrate the significance of impact of the abbreviation forms on the English language and to prove the fact that this influence is mostly distinctive feature of the vocabulary of the language.

The structure of the work is as follows. It comprises the theoretical part, the analytical (practical) part, the conclusion, appendix and bibliography. In the qualification paper we will base ourselves upon the definitions given by different specialists, and as a conclusion we will give our own definition of CEFR.

The examination of the Structure of this theme will be based on the works of Language Policy Division Council of Europe, April 2011, O. Jespersen, Ph. Howard, D.W. Maurer, F.C. High, S. Potter, 1. "Framework of actions for the lifelong development of competencies and qualification".

The study of publicist style and of the most common acronyms in the areas of networks rests on the analysis of newspaper article entitled "The Evolution of Third-generation Cellular Standards".

The first chapter gives us a notion of the major characteristics of the CEFR and of the main ways of their formation in modern English. This chapter is also devoted to delivering of documents of CEFR and the main differences between two languages. Our study helps to follow the stylistic peculiarities and functions of it in modern English.

To say in the practical part (the second chapter) will be devoted to levels of reference in modern English. It investigates the stylistic functions of the criteria in modern English.

Our investigation also identifies and formulates the basic content coherence in levels. The method that has been adopted to explore the topic and carry out the analysis combines descriptive, historical and comparative approaches.

The document of «Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) was created by the Council of Europe In the CEFR document the reference of six levels is given and designed as illustrative descriptors (scales) in the term of «Can Do» statements from level A 1 to C2.

These scales can be used as a tool for comparing levels of ability amongst learners of FL and also offer «a means to map the progress») of learner. The descriptors are built to do two dimensions:

- 1) through a vertical dimension we see a progression through all levels;
- 2) through a horizontal dimension the different context of teaching and learning are presented.

In the conclusion the major results of the investigation will be assessed and summarized. Having investigated the factual material, the author of the present work arrives at the conclusion that the process of global integration plays the leading role in the development of learning, teaching and assessment in modern English.

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