

Date: 7th April-2026

CEFR INTEGRATION AND EDUCATIONAL REFORM IN UZBEKISTAN

Kulmirov Jonibek G‘ulomiddin o‘g‘li

O‘zDJTU mustaqil izlanuvchisi

kulmirovdzonibek@gmail.com

Annotation. The followings deal with the strategic transformation of foreign language education in Uzbekistan, driven by national decrees such as PF-6077 and the "Uzbekistan–2030" strategy. It highlights the shift from traditional rote memorization and grammar-translation methods toward a communicative, competency-based approach aligned with the Common European Framework of Reference for Languages. The text details the integration of language learning into the "Digital Uzbekistan" initiative, the modernization of institutional standards, and the critical role of international partnerships in teacher training and curriculum development. By adopting global standards, the government aims to cultivate a competitive generation capable of engaging directly with the global digital economy and research ecosystems.

Keywords: Uzbekistan–2030, CEFR, foreign language teaching, communicative competence, educational reform, Digital Uzbekistan, English Speaking Nation, pedagogical modernization.

ИНТЕГРАЦИЯ CEFR И ОБРАЗОВАТЕЛЬНАЯ РЕФОРМА В УЗБЕКИСТАНЕ

Аннотация. В данном документе рассматривается стратегическая трансформация обучения иностранным языкам в Узбекистане, обусловленная государственными указами, такими как Указ № УП-6077, и стратегией «Узбекистан–2030». Подчеркивается переход от традиционных методов заучивания и грамматического перевода к коммуникативному, компетентностному подходу, соответствующему Общеввропейским компетенциям владения иностранным языком (CEFR). В тексте подробно описывается интеграция изучения языков в инициативу «Цифровой Узбекистан», модернизация институциональных стандартов и ключевая роль международных партнерств в подготовке учителей и разработке учебных программ. Принимая глобальные стандарты, правительство стремится воспитать конкурентоспособное поколение, способное напрямую взаимодействовать с мировой цифровой экономикой и научно-исследовательскими экосистемами.

Ключевые слова: Узбекистан–2030, CEFR, преподавание иностранных языков, коммуникативная компетенция, образовательная реформа, Цифровой Узбекистан, English Speaking Nation, педагогическая модернизация.

O‘ZBEKISTONDA CEFR INTEGRATSIYASI VA YANGI TA’LIM ISLOHOTI

Annotatsiya. Ushbu hujjatda PF-6077-sonli Farmon va "O‘zbekiston–2030" strategiyasi kabi davlat qarorlari asosida O‘zbekistonda chet tillarini o‘qitishning strategik



Date: 7th April-2026

transformatsiyasi tahlil qilinadi. Unda an'anaviy yodlash va grammatik tarjima metodlaridan voz kechib, Chet tillarini bilishning umumiyevropa tavsianomalari (CEFR) talablariga mos keladigan kommunikativ va kompetensiyaviy yondashuvga o'tish masalalari yoritilgan. Matnda til o'rganishning "Raqamli O'zbekiston" tashabbusiga integratsiyalashuvi, institutsional standartlarning modernizatsiyasi hamda o'qituvchilar malakasini oshirish va o'quv dasturlarini ishlab chiqishda xalqaro hamkorlikning muhim o'rne batafsil bayon etilgan. Global standartlarni joriy etish orqali hukumat jahon raqamli iqtisodiyoti va ilmiy-tadqiqot ekotizimlari bilan bevosita muloqot qila oladigan raqobatbardosh avlodni shakllantirishni maqsad qilgan.

Kalit so'zlar: O'zbekiston–2030, CEFR, chet tillarini o'qitish, kommunikativ kompetensiya, ta'lim islohoti, Raqamli O'zbekiston, English Speaking Nation, pedagogik modernizatsiya.

Languages such as English, German, French, and others have transitioned from being minor subjects in educational curricula to becoming significant components of the nation's development strategy. This change happened because of the important Decree on Measures to Further Enhance the System of Teaching Foreign Languages and other projects.¹ This objective was achievable due to the limited role these languages have historically played in education. The revolution has been so significant that it has transformed the entire nation.

The policy decisions made by upper management significantly influence the current organizational structure. It was very clear from Decree PF-6077 that new textbooks needed to be made, standards for teaching needed to be set, and teachers needed to be able to get good training and retraining programs throughout their careers. The document "Uzbekistan–2030" presents a comprehensive long-term strategy that regards the acquisition of a foreign language as an endeavor that transcends mere academic obligation. Nonetheless, it is not an essential component of the nation's future economic development. The government of Uzbekistan aims to transform the nation into a vibrant international center for business and innovation. To achieve this goal, they are incorporating language learning into the broader "Digital Uzbekistan" initiative. From this perspective, it becomes evident that languages such as English function similarly to an operating system within the framework of a global digital economy. This enables local experts to engage with global research and software ecosystems immediately, eliminating the need to wait for translations.

The modernization of the country's institutions also plays a key role in this human-centered strategy. Rather than relying on traditional rote memorization, the plan brings the world to Uzbekistan by inviting hundreds of foreign specialists every year to share their expertise in local schools and universities. At the same time, higher education is increasingly shifting toward instruction in foreign languages to help local degrees gain international prestige. By adopting recognized standards like the CEFR, the government

¹ Uzbekistan. Decree of the President of the Republic of Uzbekistan No. PF-6077. Tashkent, 2020. – P.1–5.



Date: 7th April-2026

ensures that the hard work of Uzbek students translates into credentials that are respected by employers and universities anywhere in the world..²

People from other countries have also been very important in making this change happen. Schools in the US, Webster University, the British Council, and the US have all worked with schools in Uzbekistan. The embassy has programs that help with getting schools accredited, teacher exchanges, and joint degree programs. Programs like the English-Speaking Nation Initiative have brought English-speaking teachers to the United States. These programs have also helped teachers in the US get their CELTA and TESOL certifications. Two universities that now teach mostly in English are New Uzbekistan University and Inha University Tashkent. The government wants 30% of classes to be taught in English by 2030. Other colleges are slowly adding more classes taught in English to reach this goal. The education shift attracts more and more. Consequently, new and modern state and international institutes and universities were opened with experienced teaching methods and teachers.

There have been a number of important changes that have taken place, one of the most noteworthy of which being the complete overhaul of the English language sessions. The conventional methods that colleges used to use, such as memorizing grammatical rules and translating them, are being phased out in favor of more modern approaches. On the other hand, they make use of the paradigm known as Common European Framework of Reference, which puts a focus on communication and the learning of language abilities that are effective. Local educational institutions such as Uzbek State World Languages University have developed their own resources that are compatible with CEFR for Languages, despite the fact that outdated materials have been replaced by new textbooks published by well-known publishers from around the world such as Cambridge and Oxford. Additionally, in order to meet the needs of a broad variety of academic subjects, specialized programs in English for Specific Purposes (ESP) and English for Academic Purposes (EAP) have been established. These programs are designed to teach students how to communicate effectively in English.³

The framework that is in place at the moment has been methodically constructed in order to provide an uninterrupted and cumulative path of learning that spans from primary school through secondary education. It includes clearly defined benchmarks that are in alignment with the CEFR. The change in policy is a reflection of the fact that it is a priority for the government to improve the quality of education and to cultivate a generation that is ready to compete on the global stage. This is a significant goal that is outlined in the Development Strategy of Uzbekistan for the years 2017 through 2021, as well as in subsequent plans.⁴

² Uzbekistan. Strategy "Uzbekistan - 2030". Tashkent, 2023. – P.12–15.

³ Cambridge University Press & Oxford University Press. CEFR-aligned instructional materials for Higher Education in Uzbekistan. UzSWLU Press, 2022. – P.12–45; Uzbekistan-2030 Strategy. On measures to further improve the system of teaching foreign languages. Presidential Decree No. PF-6077 & PP-2909, 2021–2026.

⁴ Abdullaev A. The Development Strategy of Uzbekistan: Priorities and outcomes in the educational sector. Uzbekistan Quality of Education Review, 12(3), 2021. – P.15–29.



Date: 7th April-2026

CEFR serves the purpose of establishing a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe." In a thorough and detailed manner, it explains the skills and abilities that language learners must acquire in order to be able to utilize a language for the purpose of communication and to acquire the necessary knowledge and skills in order to be able to act in an effective manner".⁵ It has been nearly twenty years since it started to have an impact on language instruction, evaluation, and learning all around the world. It became essential in the acquisition of language skills due to its function in both teaching and learning.

A recent study by Murat Hismanoglu involving prospective English as a Foreign Language (EFL) teachers in Turkey revealed that 82 percent of the 72 surveyed students were acquainted with CEFR for Languages, and 74 percent possessed a sufficient understanding of its implementation in their teaching methodologies. Moreover, most of the people who filled out the survey agreed that the CEFR's content should be taken into account when making programs to train English teachers. He concludes that it is essential to establish a conducive learning environment featuring diverse activities to foster positive attitudes among future teachers towards CEFR for Languages and its application in their prospective educational careers.⁶

According to the findings of a separate study that was carried out in Malaysia, about 15,000 of the approximately 60,000 English teachers that are employed in the country do not possess the requisite level of training. Malaysia was the first nation to make use of CEFR for Languages in the year 2013.⁷

The teachers of English in Malaysia did not achieve the minimum level of proficiency in English that is required for C1. Despite the fact that they are faced with a substantial number of challenges, teachers of foreign languages tend to have a positive attitude and a positive perspective, as shown by the research that was stated earlier. This study was based on a survey that was administered to around 331 teachers working in secondary schools. In addition to this, they do not have a complete understanding of the CEFR and do not have a lot of information about it. They arrive to the conclusion that it is essential to put the Framework into action in order to accomplish the goal of improving the English language abilities of the people living in the territory. Before CEFR for Languages is implemented on a national basis, it is the responsibility of the Framework to provide educators with a complete education and preparation about CEFR.

CEFR for Languages levels tell you what you need to learn at each stage of your education. As an example, many specialized university programs require a B2 level as the lowest acceptable entry requirement. Also, applicants who have international certificates, like the International English Language Testing System or the National Testing Center's

⁵ Council of Europe. Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge University Press, 2001. – P.1.

⁶ Hismanoglu M. Does English language teacher education curriculum promote CEFR awareness of prospective EFL teachers? *Procedia - Social and Behavioral Sciences*, 93, 2013. – P.938–945.

⁷ Aziz MSA & Uri NFM. CEFR in Malaysia: Current issues and challenges in the implementation of the framework. *Proceeding of the 3rd International Conference on Language Testing and Assessment*, 2017. – P.34–45.



Date: 7th April-2026

language proficiency certificate (both of which are mapped to CEFR for Languages), may not have to take the university English entrance exams.

The use of CEFR for Languages has led to a shift in the way teachers teach in classrooms. Uzbekistan's teaching of foreign languages changed from focusing on grammar and translation to a more communicative, competency-based method. The framework's focus on students as "social agents" who have "tasks to accomplish" has led teachers to create activities that are based on action and communication and take place in places that are very similar to those in real life. The English Speaking Nation (ESN) project and other efforts to help teachers grow professionally have focused on helping the workforce better understand and use the CEFR for Languages (CEFR) and "Can Do" descriptors in their everyday work. The goal is to improve communication skills rather than rote memorization.⁸

Beyond being a simple grading system, the CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, and textbooks across different countries. It relies on "can-do" descriptors to define what a learner is actually capable of doing at each stage, focusing on communicative competence rather than just theoretical knowledge. This framework is now used globally by educational institutions to set entrance requirements and by employers to verify the language proficiency of job candidates in an objective way. Recent updates to the framework have also introduced descriptors for mediation and online interaction to reflect the evolving nature of modern communication.

REFERENCES:

1. Abdullaev, A. (2021). The development strategy of Uzbekistan: Priorities and outcomes in the educational sector. *Uzbekistan Quality of Education Review*, 12(3), 15–29.
2. Aziz, M. S. A., & Uri, N. F. M. (2017). CEFR in Malaysia: Current issues and challenges in the implementation of the framework. *Proceeding of the 3rd International Conference on Language Testing and Assessment*, 34–45.
3. British Council. (2021). *English speaking nation: Secondary teacher training program (ESN: STTP) year 1 impact report*. British Council Press.
4. Cambridge University Press & Oxford University Press. (2022). *CEFR-aligned instructional materials for higher education in Uzbekistan*. UzSWLU Press.
5. Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.

⁸ Abdullaev A. The Development Strategy of Uzbekistan: Priorities and outcomes in the educational sector. *Uzbekistan Quality of Education Review*, 12(3), 2021. – P.15–29; Musoeva M. Transitioning to competency-based language teaching in Uzbekistan: Challenges and prospects. *Journal of Foreign Language Teaching and Applied Linguistics*, 5(2), 2021. – P.45–58; British Council. *English Speaking Nation: Secondary Teacher Training Program (ESN: STTP) Year 1 Impact Report*. British Council Press, 2021. – P.10–22.



Date: 7th April-2026

6. Hismanoglu, M. (2013). Does English language teacher education curriculum promote CEFR awareness of prospective EFL teachers? *Procedia - Social and Behavioral Sciences*, 93, 938–945.
7. Musoeva, M. (2021). Transitioning to competency-based language teaching in Uzbekistan: Challenges and prospects. *Journal of Foreign Language Teaching and Applied Linguistics*, 5(2), 45–58.
8. Republic of Uzbekistan. (2020). Decree of the President of the Republic of Uzbekistan No. PF-6077. Tashkent.
9. Republic of Uzbekistan. (2021). On measures to further improve the system of teaching foreign languages. Presidential Decree No. PF-6077 & PP-2909, 2021–2026.
10. Republic of Uzbekistan. (2023). Strategy "Uzbekistan - 2030". T

