THE ROLE OF COMMON EUROPEAN FRAMEWORK OF REFERENCES FOR LANGUAGES (CEFR) IN TEACHING THE ENGLISH LANGUAGE TO HIGHER EDUCATION STUDENTS ON THE PLATFORMS OF SOCIAL NETWORKING SERVICES AND MESSENGERS

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officer must know how the war influences people's spirit, how to control their behavior in fighting situations, prevent and eliminate uncertainty, and how fear and self-sacrifice affect the human psychology is considered to be. Studying the socio-psychological aspects of combat movements, spiritual readiness for the soldiers, psychological models of modern combat operations, and so on.

Another type of military-technical activity is military activity, which operates in normal and peaceful conditions. At first glance, it is impossible to notice a significant difference in personal activity before joining the Armed Forces or contracting service. But such thinking is wrong. A young man who wants to serve on a military service or on a contract basis is forced to abandon his usual morality. It is related to the specific features of military service. Long-term military serviceman is an important person in the modern armed forces. The level of professional training of long-term military servicemen, in particular, defines the ability of the Motherland to solve complex and different tasks. Therefore, all developed countries of the world are keen to improve the quality of their vocational training for long-term military personnel and offer their recommendations.

Modern long-term military personnel are very professional. In the military-professional activities of servicemen there are several main areas of service: the management of the military personnel; staff training and continuous improvement of their professional skills and knowledge.

From a psychological point of view, activity is described as a kind of human activity, including the knowledge and artistic transformation of the universe, specifically to itself and to its present circumstances. Human activity, once practiced, is manifested as a material activity. Any activity is usually based on one or more motives or goals and a series of actions that are specifically targeted.

The activity is always related to specific needs, which indicates that the subject needs something and its need reflects the action of action. Obedience, assimilation, determinants of activity by the outside world. In the process of
assimilation, the needs of the subject, its objectiveness, are converted to specific activities. In the future, the object's activity is determined by the image, not the object itself, but in the search conditions.

Insufficient personal knowledge and skills are essential to achieving self-awareness. Emotional stability in a person is a condition of socio-psychological knowledge. It is known in the research that professionalism and superiority are related to the moral and emotional features of a person [8].

The main socio-psychological lines of military professional activity are also explained by: relationships between military service and military duty; studying and adapting military equipment; performing combat functions and improving the quality of self-sacrifice, and so on.

The professional military or military activity is characterized by the following: a warrior knows the high duties assigned to him; targets and development of future action plans; high level of equipment and equipment; able to regulate all actions according to the high functions.

According to the subjective-psychological point of view, there are collective character in the current group movements. The leader or the leader should always be respectful of his subjects, understand others' goals, maintain a positive psychological climate in the community, and be an example to others in military superiority and discipline [9]. Military team members are also characterized by their unique attributes.

The Russian psychologist B.M.Teplov said that three key qualities of the commander must have been formed equal, for instance, mind, emotion, will. If one of the three most important qualities are weak, such a soldier will be defeated in battle. Because, when dealing with different tactics in the fight, it is necessary to leave the enemy laugh, willpower is a factor of self-control in patience, endurance and during the most difficult times. Emotion is a psychological internal mechanism that destroys fear, agility, warlike or negative feelings in this soldier [10].
Conclusion. The names of those who have such qualities can be seen in many studies. For example, Iosif Vissarionov, Mikhail Kutuzov, Georgiy Jukov from the Russian heroes, Amir Temur, Jaloliddin Manguberdi, Pahlavon Mahmud, our great heroes, are exemplary examples of this.

In summary, the socio-psychological aspects of military-professional activities include the explanation of a number of phenomena that are present in the soldier's personality, such as dedication, social consciousness, national pride, national honor, high duty, national identity and national identity; but also scientific research.

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Annotatsiya: Zamonaviy ta’lim tizimida chet tillarni o’qitish jarayoni rivojlantirilib, unda bir qator yangi metodik usullar, vositalar va yondashuvlar joriy etib borilmoqda. Shuningdek, bu innovatsiyalarning asosiy maqsadi ayni sohada ta’lim olayotgan bo’lajak mutaxassislarni har tomonlama yetuk kadr sifatida tayyorlashdir. Bu vazifani mukammal tarzda bajarish yo’lida “Chet tillarni egallashning umumyevropa kompetensiyalari” (CEFR) ning o’rni har tomonlama muhim ahamiyat kasb etadi. Ushbu maqolada ayni shu kompetensiyalar dasturidan oliy ta’lim bosqichida ta’lim olayotgan talabalarning bilim salohiyatini oshirishdagi afzalliklar va chet tillarni o’qitishdagi psixologik va metodik muammolarni hal etishdagi muhim vazifalar ijtimoiy tarmoqlar va messendjerlarda olib borilgan ilmiy tadqiqot va kuzatishlar natijalari bilan birgalikda tahlil etiladi.

Kalit so’zlar: CEFR, onlayn mashg’ulot, kompetensiya, til bilish darajasi, messendjer, virtual muhit, uzuiksiz ta’lim, zamonaviy yondashuv, che til o’qitish talablari.

Аннотация: В системе современного образования процесс обучения иностранному языку развивается путем внедрения ряда новых методов, приемов и подходов. Также основной целью этих нововведений является подготовка будущих кадров в той же сфере, что и профессиональные. Роль «Общеевропейские компетенции владения иностранным языком» (CEFR)
играет решающую роль в идеальном выполнении этой задачи. В данной статье анализируются преимущества этой структуры в улучшении способностей студентов, обучающихся на уровне высшего образования, и ее значительная роль в решении психологических и методологических проблем обучения иностранному языку через результаты научных исследований и наблюдений на платформах социальные сети и мессенджеры.

Ключевые слова: CEFR, онлайн-обучение, компетенция, лингвистический уровень, мессенджер, виртуальная среда, непрерывное образование, современный подход, требования к изучению языка.

Abstract: In the system of modern education, a foreign language teaching process is being developed by introducing a number of new methods, techniques and approaches. Also, the main purpose of these innovations is to prepare future personnel in the same field as professional ones. The role of "Common European Framework of Reference for Languages" (CEFR) plays a crucial role in doing this task perfectly. This article analyzes the benefits of this framework in improving the abilities of the students who are studying at the tertiary education level and its significant role in resolving psychological and methodological problems of teaching a foreign language through the results of scientific research and observation on the platforms of social networks and messengers.

Keywords: CEFR, online learning, competence, linguistic level, messenger, virtual environment, continuous education, modern approach, language learning requirements.

“One of the most important issues is to further increase the scientific potential in higher education institutions, and to extend the range of scientific and scientific-pedagogical training.”

Sh. Mirziyoyev

Introduction

Innovations have become one of the main aspects of the today’s rapidly changing world by which everything in a human’s life has changed its form, not its
concept. To make all spheres of society modernized leads us to progress and a prosperous life. Like those spheres, the sphere of world education has been developing remarkably since the 21st century, which is considered to be the century of innovative technologies. Besides that, the process of modern education is not just important because of its benefits in teaching and learning any kind of knowledge, but also the features of the process are highly significant in practice, in fact. According to the demands of the world education system, it is important to create a convenient, informative and innovated learning environment in the process of teaching and learning for the benefits of teachers and learners. It is true that the innovative means and techniques can be applied into any process of teaching and learning, actually; however, the ways and approaches of using them in the process can be totally different to reach the targets of the lessons. That is why, to analyse this factor based on the theoretical basis of implementing information communicative technologies in our teaching the English language research. Furthermore, we have decided to use most common social networking services (SNS) and messengers as the virtual platforms of our study. For this reason, we have done our research on this task and used a number of approaches, methods and techniques in teaching the English language to higher education students at Uzbekistan State World Languages University (UzSWLU). In this article, the ways of using SNSs and messengers according to our research are not illustrated, but the principles and advantages of using the Common European Framework of References for Languages (CEFR) in the process of teaching the English language to the students of higher education are outlined in detail. The participants of our research have been first-year students who are studying at BA at UzSWLU.

**Literature review**

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated in English as CEFR, is a guideline used to teach and learn foreign languages. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication
and what knowledge and skills they have to develop so as to be able to act effectively [2]. As a result of this, this guideline can be used beneficially to make the process of teaching and learning process successful and convenient for both teachers and learners. Furthermore, there are six levels which include the tasks, measures and results for each learner according to their levels. The six levels are A1 (Breakthrough or beginner), A2 (Waystage or elementary), B1 (Threshold or intermediate), B2 (Vantage or upper intermediate), C1 (Effective operational proficiency or advanced), and C2 (Mastery or proficiency) [2] [3].

Basically, the development evolution of the CEFR goes back to the main cause of its appearance in the educational sphere. Also, The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe [2]. Because of this reason, there have been a number of researches in the field of teaching foreign language methodology (TFLM) up to now, such as D. Girard, J.L.M. Trim, M. Gorosch, B. Bottier and others. According to the researches, we have choses the basic principles of using the CEFR in our study, and there can be a question: ‘Why is the CEFR?’ The answer to this question is that it includes an action-oriented approach, competences, strategies, language abilities, language processes and other crucial elements of TFLM. Furthermore, to implement our research, the subjects, objectives, and tasks of the CEFR were taken into account because it is important for us to focus on the general (knowledge, skills, existential competence, and learners’ ability to learn), communicative (linguistic, sociolinguisitc, pragmatic), language activities (reception, production, interaction or mediation) of the learners [2] which outlines the objectives and tasks of the today’s TFLM as well.

In addition, our main purpose from this research was to illustrate the efficiency of the CEFR in resolving the psychological and methodological problems of TFL. To speak more concretely, to enable the learners to feel and realize what they would have achieved in learning the target language by following the requirements
of the CEFR so as to continue the process permanently instead of giving up doing so because of being afraid of their mistakes and weaknesses.

**Research Methodology**

First of all, it should be mentioned that we took the requirements of B1 and B2 levels as the basic objectives of our research to achieve at the end, so the materials for speaking, writing, listening and speaking had been prepared based on them. Besides that, we dealt with the receptive (listening and reading) and productive (writing and speaking) skills separately. So as to make all the process work successfully, we as researchers controlled the whole process, and, in addition to that, implementing the platforms of the SNSs and messengers in teaching and learning process based on the guides of the CEFR is organised by teachers according to the principles of our study. The steps of the research are outlined in the following with the theoretical and practical factors:

**3.1. The platforms of the SNSs and messengers.**

Before starting the whole process, we selected the basic SNSs and messengers on which the lessons would be organized. Then, we decided to choose Telegram messenger, and Instagram, Google Plus, YouTube SNSs according to the effective and reasonable functions to make the research be successful at the end proving the right strategic way of developing language learners’ skills based on the CEFR.

There are a number of reasons to choose those means in the process of teaching and learning foreign languages at higher education institutions:

- the convenience of the platforms for both of the teacher and learners;
- the availability of the SNSs and messengers among students;
- the reasonable and easy-formed functions of them;

Furthermore, we checked what type of devices the learners could use during the research, and the result was their smartphones, tabloids and laptops which also simplified our tasks to control and work with the learners easily and efficiently.

**3.2. CEFR**

As it is blatantly clear in the table of the descriptors of the six levels of the

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CEFR, the participants of our research were the first-year students whose levels were B1 and B2. For this reason, the requirements of the CEFR for these levels were taken into our account to form the materials and language sources interesting and useful enough to draw their attention to the lessons and guide them towards the target of being professional and knowledgeable of their majors. Moreover, B1 and B2 levels are called ‘Independent users’ in which B1 is ‘Threshold or intermediate’, and B2 is ‘Vantage or upper intermediate’. So, the tasks for each of them are specific including separate but connected requirements to provide both the teacher and learners with the exact objectives. Before starting our research, we had a special test to check the participants’ abilities to which level they could be guided during the process. After that, we received the results, and we decided to use the requirements of B1 and B2 levels of the CEFR.

3.2.1. Listening skills

According to the self-assessment grid of the CEFR for B1 and B1 levels, onto the platform of Telegram messenger we uploaded the content of the listening materials for them daily paying attention to the measures and abilities of the learners. Firstly, the content posts were uploaded onto Instagram and Telegram (as an infographic post) by which the learners were introduced with the tasks that they would have to do during the lessons. Secondly, the listening materials were basically about familiar topics, lectures, and movies. By doing so, we gradually increased the degree of difficulty of the tasks on the platforms of the SNSs and messengers, and this was done in different forms, for example, the tasks for the listening skills were about the man points of the topics of the audios, what they understood while listening to them. After doing so, we used more complicated tasks, such multiple choices, filling-in gaps, and so on. In addition to the mentioned steps, we should mention one factor that the task responses of the students were taken into account mainly during our research.

3.2.2. Reading skills

The tasks for the reading skills were prepared very specially for the students
paying attention to the requirements of the CEFR and the students’ interests. Firstly, we chose the basic materials which would be useful for both the teacher and learners to make the studying process very effective. The sources for the reading skills were mainly letters written to friends, small articles of daily newspapers, journals, and magazine by which we tried to draw the learners’ attention to the variety of the materials to enjoy reading. After that, we uploaded the special exercises for the learners onto the platform step by step. The process continued like the process of the listening skills, and also the active discussions were made on the topics of short stories on the platforms of the SNSs and messengers.

3.2.3. Writing skills

Writing skills were one of the most significant skills that we had decided to foster very well, and for this reason, we tried to make the students feel interested in writing in the target language. The variety of the tasks was connected with the requirements of the CEFR and study programme of the tertiary education. First of all, we started uploading the basic targets of each level that they would have achieved by the end of the research. That is why, we asked the students to write informal letters to each other on different topics, such as films, hobbies, books, free time, and so on. Following these tasks, they were also introduced with the different styles of writing informal letters on the platforms of the SNSs and messengers and during the lessons as well. Having done this step of our research, we started to teach the students how to write essays in the target language following the basic rules of academic writing, and according to the principles of the CEFR on the writing skills, we prepared the writing tasks on different topics to improve the learners’ critical thinking and teach them how to prove their opinions and ideas strongly in the target language.

3.2.4. Speaking skills

Speaking in another foreign language is a key to open a new world for a person. As a result, to learn how to speak fluently in this or that new language
requires a person to know the culture of that nation. For this reason, we decided to pay attention to all the important factors of teaching and learning how to speak in the target language. What is more, the principles of the CEFR became our guideline in making this method work well as well. So, it is known that there are spoken interaction and spoken production in the CEFR, and because of this we prepared the tasks of the speaking skills in those forms. First of all, we made the students work in pairs so as to improve their speaking interaction on familiar topics, such as family, hobbies, sport and how to talk on their favourite films, books and TV programmes. While observing their speaking activities, we also taught them how to follow the rules of taking to partners during the speaking conversations on the platform of the SNSs and messengers. After having applied these methods, we worked on the students’ spoken production in order to teach them how to give their opinions on varied topics and issues, such advantages and disadvantages of their choices.

**Analysis and Results**

After we had implemented all the necessary methods and means in practice, we started to analyse the initial results of our research. Before analysing the outcomes fully, we should highlight the most significant purpose in this research that we had planned to make the students (participants) focus on not only their mistakes but also the progress that they made while learning the target language which plays one of the most significant roles in learning foreign languages. We had special questionnaires with the students, and the analysis and results of our research will be illustrated in the following:

**4.1. Listening skills**

Firstly, the students (participants) stated their initial viewpoints about the guidelines of the CEFR while doing the listening tasks, namely they said that knowing the specific results for each task provided them with the exact benefits from the tasks. Secondly, the students approved of the audio materials which were about different topics by mentioning that this method helped them to get