

# CEFR Tizimining Darajalarida Grammatik Kompetentlikni Belgilovchi Talablar Tahlili

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**Annotatsiya:** mazkur maqola umumyevropa til bilish darajasini baholash tizimi hisoblanadigan CEFRning turli darajalarida grammatik kompetentlikni belgilovchi talablar tahliliga bag'ishlangan. Maqolada CEFRning turli darajalariga erishishni maqsad qilgan til o'rganuvchilari qanday grammatik mavzularni o'zlashtirishlari kerakligi, kommunikatsiyaga kirishishdagi malaka talablari muhokamasi ham amalga oshirilgan.

**Kalit so'zlar:** funksional metod, kommunikativ kompetensiyasi, to'g'ridan-to'g'ri muloqot, muvofiqlashtiruvchi bog'lovchilar, grammatik kompetensiya.

O'zbekiston respublikasining ta'lim tizimida bugungi kunda bir nechta dunyo mamlakatlarida o'z faoliyatini olib borayotgan chet tillari darajasini aniqlash bo'yicha imtihon dasturlar amalda hisoblanadi. Ulardan biri CEFR tizimi hisoblanadi, bugungi kunda ushbu dastur o'zimizning ta'lim tizimimizga moslashtirilgan holda milliy ko'rinishga ham ega.

CEFR tizimiga 2001-yilda Yevropada asos solingan. Uning maqsadi til o'rganuvchilarning bilimlarini tekshirib, oltita belgilangan darajadan qaysi biriga mos tushushini aniqlashdan iborat. Tabiiyki, CEFR tizimi boshqa baholash tizimlariga o'xshab tilning har bir kontekstida til o'rganuvchining bilim darajasini aniqlay olmaydi. Bu baholash nisbatan amalga oshiriladi va har bir til kontekstida shu belgilangan daraja mos tushadi degan fikr ta'kidlanmaydi. Tizim maxsus til bilimlarini hamda xususiyatlarni tekshirmaydi, misol uchun aniq bir leksik birliklar yoki grammatik qoidalarning til o'rganuvchi tomonidan tushunilgan yoki unga ma'lum ekanligi yoki yo'qligiga urg'u bermaydi. CEFR tizimiga asos solinishidan oldin 10 yil davomida uning o'ziga xos tamoyillari ishlab chiqildi. Uning asosiy g'oyasi tarjimaga asoslangan metoddan funksional metodga o'tish deb belgilandi. Hozirgi kunda CEFR tizimi butun dunyo bo'ylab kommunikatsiyaga asoslangan ta'lim natijalarini baholaydigan tizimga aylanib ulgurd. Uning asosiy prinsipi til o'rganuvchining kommunikativ kompetensiyasini baholashdir.

CEFR tizimining har bir darajasida til o'rganuvchi ma'lum bir ko'nikma, bilim, malakalarga ega bo'lishi zarur. Quyidagi jadval CEFR tizimi darajalarida til o'rganuvchilarning kompetentligiga oid masalalarga oydinlik kiritadi:

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**1-jadval: CEFR til bilish darajasini baholovchi tizim darajalarining bilim tavsifi**

| Qanday til bilimdoni   | daraja    | What a learner can do   | Til o'rganuvchi nimalar qila oladi   |
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| <b>PROFICIENT USER<br/>(TILNI MUKAMMAL<br/>BILADIGAN KISHI)</b>                      | <b>C2</b> | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.  | Eshirilgan yoki o'qilgan deyarli hamma narsani osongina tushuna oladi. Turli og'zaki va yozma manbalardan olingan ma'lumotlarni umumlashtira oladi, asoslar va ma'lumotlarni izchil tarzda kerakli kontekstda qayta taqdim eta oladi. O'z fikrini tabiiy ravishda, juda ravon va aniq ifoda eta oladi, murakkabroq vaziyatlarda ham yashirin ma'nodagi gaplarni farqlay hamda anglay oladi.  |
|  | <b>C1</b> | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.                                       | Keng doiradagi talab qilingan, uzunroq matnlarni va ulardagi yashirin ma'noni tushuna oladi. O'z fikrini ravon va tabiiy tarzda ifodalay oladi, iboralarni ochiq-oydin izlamaydi. Tildan ijtimoiy, akademik va professional maqsadlarda samarali, vaziyatga qarab o'zgartirgan holda foydalana oladi. Murakkab mavzularda aniq, yaxshi strukturaga ega batafsil nutqlar tuza oladi, gap tuzishda qo'llaniladigan bog'lovchilar, ma'noni ifodalashda zarur turli til belgilarni o'z o'rnida ishlata oladi.  |
| <b>INDEPENDENT USER<br/>(TILNI MUSTAQIL<br/>RAVISHDA QO'LLAY<br/>OLADIGAN KISHI)</b> | <b>B2</b> | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | Aniq va mavhum mavzulardagi murakkab matnning asosiy g'oyalarni, shu jumladan o'z mutaxassisligi bo'yicha texnik bahs-munozaralarni tushuna oladi. Ma'lum darajada ravonlik va tabiiylik bilan o'zaro nutqiy aloqada bo'la oladi, til tashuvchilari bilan to'g'ridan-to'g'ri muloqotni har ikki tomon uchun ham qiyinchiliksiz tarzda amalga oshirishi mumkin. Turli xil mavzular bo'yicha aniq, mukammal nutq tuza oladi hamda aniq bir mavzu asosida uning afzalliklari va kamchiliklarini ko'rsatib, dolzarb masala bo'yicha fikrini tushuntira oladi.  |
|  | <b>B1</b> | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.                   | Ishda, maktabda, dam olishda va hokozalarda muntazam ravishda uchrab turadigan tanish masalalar bo'yicha aniq standart asosida bildirilgan asosiy fikrlarni tushuna oladi. Biror bir tilda gaplashadigan hududda sayohat qilish paytida yuzaga kelishi mumkin bo'lgan ko'p vaziyatlarda ishtirok etib, muammoli vaziyatlarni hal qila oladi. Tanish yoki shaxsiy qiziqishga oid mavzular bo'yicha sodda nutqlarni tuza oladi. Tajribalar va voqealar, orzular, umidlar va ambitsiyalarni tasvirlay oladi, fikrlar bildirish va rejalarni tuzish uchun qisqacha sabablar va tushuntirishlarni bera oladi. |
| <b>BASIC<br/>USER<br/>(TILNI BOSHLANG'ICH<br/>DARAJADA BILADIGAN<br/>KISHI)</b>      | <b>A2</b> | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.                          | Eng oddiy sohalarga oid gaplarni, jumalarni va tez-tez ishlatiladigan iboralarni tushuna oladi (masalan, boshlang'ich daraajdagi shaxsiy va oilaviy ma'lumotlar, xaridlar, mahalliy geografiya, ish bilan band bo'lish). Tanish va odatiy masalalar bo'yicha oddiy va to'g'ridan-to'g'ri ma'lumot almashishni talab qiladigan oddiy va odatiy vazifalar asosida muloqot qila oladi. O'zining kelib chiqishi, yaqin atrof-muhit va zarur bo'lgan sohalardagi masalalarni sodda tarzda tasvirlay oladi.  |
|  | <b>A1</b> | Can understand and use familiar everyday expressions and very basic phrases aimed   | Aniq turdagi ehtiyojlarni qondirishga qaratilgan kundalik iboralarni va juda   |



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|  |  | at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. | oddiy jumjalarni tushuna oladi va shu mavzularga oid iboralarni ishlata oladi. O'zini va boshqalarni tanishtira oladi va o'zi yashaydigan joy, tanigan odamlari va bor narsalari kabi shaxsiy ma'lumotlarga oid savollarga javob bera oladi. Agar boshqa odam sekin va aniq gapirsa va yordam berishga tayyor bo'lsa, oddiy tarzda o'zaro nutqiy muloqotga kira oladi. |
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Albatta, yuqoridagi til bilish darajalarida kommunikativ kompetensiyaga erishish uchun til o'rganuvchilar ma'lum bir grammatik kompetensiyaga oid malaka, bilim, ko'nikmalarga ega bo'lishlari talab etiladi.

Quyida ingliz tilini CEFR tizimiga asosan turli bilish darajalarida til ko'nikmalari tavsifi hamda ularda grammatikaning mavzular bo'yicha qo'llanilishi haqida ma'lumot berib o'tamiz.

Quyida CEFR tizimida har bir til bilish darajasida qanday grammatik mavzular til o'rganuvchi tomonidan o'rganilishi kerakligi bo'yicha ma'lumotlar beriladi:

**2-jadval: CEFR til bilish bilimni baholovchi tizim darajalarida grammatik kompetensiyaga ega bo'lish uchun bilish shart bo'lgan mavzular tasnifi**

| CEFR darajalari | Grammatik mavzular (ingliz tilida)  | Grammatik mavzular (o'zbek tilida)  |
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| <b>A1</b>       | <p>Verbs and tenses:<br/>Present simple of 'be'<br/>There is/are<br/>Present simple<br/>Present continuous<br/>Past simple of 'be'<br/>Past simple for regular verbs<br/>Past simple for irregular verbs</p> <p>Clauses and questions:<br/>Questions – closed<br/>Questions – open<br/>Because clauses<br/>Modal verbs:<br/>Would like<br/>Ability – can/can't/could/couldn't<br/>Nonfinite verbs:<br/>Like/hate/love + gerund<br/>Nouns:<br/>Subject and object pronouns<br/>Demonstrative pronouns – this/that/these/those<br/>Possessive case – 's<br/>Irregular plural nouns<br/>How much/many + noun<br/>Adjectives:<br/>Demonstrative adjectives – this/ that/these/those<br/>Adjectives as complements of 'be'<br/>Adjectives before nouns<br/>Possessive adjectives<br/>Adverbs:<br/>Adverbs of time and indefinite frequency<br/>Adverbs of frequency<br/>Adverbs of degree – very/really/too<br/>Other parts of speech:<br/>Parts of speech<br/>Coordinating conjunctions<br/>Indefinite article – a/an<br/>Definite article – the<br/>Prepositions of time<br/>Prepositions of place</p> | <p>Fe'llar va zamonlar:<br/>"To be" fe'li hozirgi zamon<br/>There is/are (bor) fe'l konstruksiyasi<br/>Hozirgi noaniq zamon<br/>Hozirgi davomiy zamon<br/>"To be" fe'li o'tgan zamon<br/>To'g'ri va no'to'g'ri fe'llarning o'tgan zamondagi shakllari<br/>Sodda gaplar va savollar tuzish<br/>Yopiq savollar tuzish<br/>Ochiq savollar tuzish<br/>Because bilan yasaladigan gaplar<br/>Modal fe'llar:<br/>Would like konstruksiyasi<br/>Qobiliyatni ifodalaydigan modal fe'l<br/>can/could/can't/couldn't<br/>Gerundiy bilan qo'llaniladigan maxsus fe'llar<br/>Ot:<br/>Kishilik olmoshlari<br/>Ko'rsatish olmoshlari – this, that, these, those<br/>Egalik kelishik qo'shimchasi<br/>Ko'plik shakli odatiy bo'lmagan otlar<br/>How much/many + ot konstruksiyasi<br/>Sifatlar:<br/>Ko'rsatish sifatleri – this, that, these, those<br/>"Be" fe'lini to'ldiradigan sifatlar<br/>Ot oldidan keladigan sifatlar<br/>Egalik olmoshlari<br/>Ravish:<br/>Payt va noaniqlik vaqtini bildiradigan so'zlar<br/>Payt ravishlari<br/>Daraja-miqdor ravishlari – very/really/too<br/>Boshqa so'z turkumlari<br/>So'z turkumlar<br/>Muvofiqdashiruvchi bog'lovchilar<br/>Noaniq artikl<br/>Aniq artikl<br/>Vaqtini ifodalovchi predloglar<br/>O'rin-joyini ifodalovchi predloglar</p> |
| <b>A2</b>       | <p>Verbs and tenses:<br/>Past continuous<br/>Future – will and going to<br/>Future-present tenses for the future<br/>Present perfect</p>  | <p>Fe'llar va zamonlar<br/>O'tgan davomiy zamon<br/>Kelasi zamon – will hamda going to<br/>Kelajakni bildiradigan hozirgi zamon<br/>Hozirgi tugallangan zamon</p>   |



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|                  | <p>Imperative<br/>Stative verbs<br/>Clauses and questions:<br/>Conditionals – zero<br/>Conditionals – 1st<br/>Adverb clauses of time–when/while<br/>Questions – subject<br/>Modal verbs:<br/>Ability – be able to<br/>Advice – should<br/>Possibility – might/may/could<br/>Obligation and prohibition– must/have to/don't have to<br/>Requests – can/could/will/would<br/>Imagined situations – would<br/>Permission – can/can't<br/>Suggestion – could/let's/shall<br/>General truths and facts<br/>Nonfinite verbs:<br/>Want/need + to-infinitive<br/>Nouns:<br/>Countable and uncountable nouns<br/>Someone/anyone/no one/everyone<br/>Something/anything/nothing/ everything<br/>Adjectives:<br/>Adjective order<br/>Comparatives and superlatives<br/>Comparatives for equality<br/>Expressing similarity – same/like/ alike<br/>Irregular adjectives<br/>Adverbs:<br/>Adverb placement<br/>Adverbs of degree and intensity<br/>Adverbs of manner<br/>Comparative adverbs<br/>Other parts of speech:<br/>No article<br/>Some/any/none/every/all<br/>Quantifiers</p> | <p>Buyruq gaplar<br/>Holat fe'llari<br/>Sodda va so'roq gaplar<br/>Shart mayli – oddiy shakli<br/>Shart mayli – birinchi shakli<br/>When/while bilan bog'lanadigan ergashgan qo'shma gaplar<br/>So'roq gaplar – ega so'roq gaplar<br/>Modal fe'llar:<br/>Qobiliyat – be able to<br/>Maslahat – should<br/>Ehtimollik- might/may/could<br/>Majburiyat va man etish – must/have to/don't have to<br/>Iltimoslardan iborat gaplarni tuzish – can/could/will/would<br/>Xayoliy vaziyatlar – would<br/>Ruxsat berish – can/can't<br/>Taklif berish – could/let's/shall<br/>Umumiy haqiqatlar va faktlar<br/>To infinitiv shakli bilan qo'llaniladigan fe'llar<br/>Ot:<br/>Sanaladigan va sanalmaydigan otlarning qo'llanilishi<br/>Some, any, no, every bilan yasaladigan gumon va bo'lishsizlik olmoshlari, ulardan hosil bo'ladigan birliklar<br/>Sifatlar:<br/>Sifatning gapdagi o'rni<br/>Qiyosiy va ortirma darajalar<br/>Darajalanmaydigan sifatlar<br/>O'xshashlik, bir xillikni ifoda etish – same/like/alike<br/>Darajalanishi noodatiy sifatlar<br/>Ravish:<br/>O'rin-joy ravishi<br/>Daraja hamda miqdor ravishlari qo'llanilishi<br/>Tarz ravishi<br/>Ravishlarning darajalanishi<br/>Boshqa so'z turkumlari:<br/>Artikl<br/>Gumon olmoshlari<br/>Daraja-miqdor olmoshlari</p> |
| <p><b>B1</b></p> | <p>Verbs and tenses:<br/>Subject-verb agreement<br/>Past habits<br/>Used to/be used to/get used to<br/>Present perfect continuous<br/>Past perfect<br/>Past perfect continuous<br/>Passive voice – simple tenses<br/>Phrasal verbs<br/>Clauses and questions:<br/>Relative clauses<br/>Adverb clauses of time<br/>Adverb clauses of reason/purpose/contrast<br/>Conditionals – 2nd<br/>Conditionals – 3rd<br/>Reported speech – say and tell<br/>Noun clauses – 'that' and 'WH' clauses<br/>Questions – tag<br/>Questions – indirect/embedded<br/>Modal verbs:<br/>Permission and requests – might/may<br/>Possibility and deduction (in the present)<br/>Suggestion expressions<br/>Nonfinite verbs:<br/>Gerunds and infinitives as subjects<br/>Gerunds and infinitives as objects<br/>Gerunds and infinitives as objects (different meanings)<br/>Gerunds and infinitives for purpose<br/>Nouns:<br/>Reflexive and reciprocal pronouns</p>   | <p>Fe'llar va zamonlar<br/>Ega va kesim moslashuvi<br/>O'tmishdagi odatlarni ifodalash<br/>Used to/be used to strukturalari<br/>Hozirgi tugallangan davomiy zamon<br/>O'tgan tugallangan zamon<br/>O'tgan tugallangan davomiy zamon<br/>Majhul nisbat – noaniq zamonlar<br/>Frazali fe'llar<br/>Sodda va so'roq gaplar<br/>Nisbiy gaplar<br/>Payt ravishlari<br/>Sabab, maqsad, qarama-qarshi qo'shma gaplar<br/>Shart mayli – ikkinchi shakli<br/>Shart mayli – uchunchi shakli<br/>O'zlashtirma gaplar<br/>That va "wh" li ot ergashgan qo'shma gaplar<br/>Tasdiq so'roq gaplar<br/>Bilvosita so'roq gaplar<br/>Modal fe'llar:<br/>Ruxsat olish, berish hamda iltimos qilish – might/may<br/>Ehtimollik va ishonchlilik (hozirgi zamonda)<br/>Taklif qilishda ishlatiladigan iboralar<br/>Fe'ning shaxssiz shakllari:<br/>Gerundiy va infinitivning gapda ega sifatida ishlatilishi<br/>Gerundiy va infinitivning gapda to'ldiruvchi sifatida ishlatilishi<br/>Gerundiy va infinitiv turli kontekstlarda boshqa ma'nolarda<br/>Gerundiy va infinitiv maqsadni ifodash uchun ishlatilishi<br/>Ot:</p>  |



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|                   | <p>Adjectives:<br/>Adjectives ending in '-ing' and '-ed'<br/>Adverbs:<br/>Conjunctive adverbs<br/>Adverbs of time for perfect tenses<br/>Other parts of speech:<br/>Dependent prepositions</p>  | <p>O'zlik va birgalik olmoshlarning qo'llanilishi<br/>Sifat:<br/>-ing va -ed qo'shimchali sifatlarning qo'llanilishi<br/>Ravish:<br/>Bog'lvchi ravishlar<br/>Payt ravishlari (tugallangan zamonlar)<br/>Boshqa so'z turkumlari:<br/>Ma'lum bir birliklar bilan ishlatilishi shart bo'lgan bog'langan predloglar</p>   |
| <p><b>B2</b></p>  | <p>Verbs and tenses:<br/>Future time expressions with 'be'<br/>Future in the past<br/>Future continuous<br/>Future perfect<br/>Future perfect continuous<br/>Passive voice – other tenses and modals<br/>Passive voice – gerunds and infinitives<br/>Causative verbs<br/>Verbs of the senses<br/>Clauses and questions:<br/>Relative clauses and questions – preposition placement<br/>Relative clauses with whose<br/>Relative clauses with relative adverbs<br/>Relative clauses as sentence modifiers<br/>Relative clauses – reduced<br/>Conditionals – 'if' alternatives<br/>Conditionals – 'would' alternatives<br/>Conditionals – mixed<br/>Participle clauses<br/>Reported speech – questions/requests/commands<br/>Questions – past for politeness<br/>Questions – negative (including uncontracted)<br/>Modal verbs:<br/>Certainty expressions<br/>Obligation expressions<br/>Possibility and deduction (in the past)<br/>Regret and unreality<br/>Ideal situations<br/>Expectations – should/might/may + be + continuous<br/>Nonfinite verbs:<br/>To-infinitives as adverbs and adjectives<br/>Other parts of speech:<br/>Emphasis – do/did</p> | <p>Fe'llar va zamonlar:<br/>Kelajakni bildiradigan vaqt iboralari "be" fe'li bilan<br/>O'tgan kelasi zamon<br/>Kelasi davom zamon<br/>Kelasi tugallangan zamon<br/>Kelasi tugallangan davomiy zamon<br/>Majhul nisbat – zamonlar va modal fe'llarning qo'llanilishi<br/>Majhul nisbat – gerundiy va infinitivning qo'llanilishi<br/>Sababni ifodalaydigan fe'llar<br/>Hissiyotni bildiradigan fe'llar<br/>Sodda va so'roq gaplar<br/>Ergashgan qo'shma gaplar va so'roq gaplar – o'rin-joy predloglari<br/>Whose ergashgan qo'shma gaplar<br/>Nisbiy ravishli ergashgan qo'shma gaplar<br/>Qo'shma gaplar gaplar ma'nosini o'zgartiruvchi belgilar sifatida<br/>Qisqartirilgan qo'shma gaplar<br/>Shart mayli – "if" alternativlari<br/>Shart mayli – "would" alternativlarining ishlatilishi<br/>Shart mayli – aralash shakllari<br/>Sifatdoshli qo'shma gaplar<br/>O'zlashtirma gaplar – so'roq gaplar, iltimoslar, buyruqlar<br/>So'roq gaplar – xushmuomalalik<br/>So'roq gaplar – inkor shakllarning yasalishi<br/>Modal fe'llar:<br/>Aniqlik iboralari<br/>Majburiyatlik iboralari<br/>Ehtimollik va ishonchlilik (o'tgan zamonda)<br/>Pushaymonlik va noreallik<br/>Mukammallik vaziyatlar<br/>Biror holatning sodir bo'lishini kutish (should/might/may+be+davomiylik)<br/>Fe'ning shaxssiz shakllari:<br/>To+infinitiv strukturasi ravish hamda sifat sifatida ishlatilishi<br/>Boshqa so'z turkumlari:<br/>Ma'noni kuchaytirish yo'llari – do/did</p> |
| <p><b>C1+</b></p> | <p>Verbs and tenses:<br/>Subjunctive mood<br/>Imperative – 3rd person (let)/don't you/pointing<br/>Clauses and questions:<br/>Cleft sentences<br/>Conditionals – imperatives<br/>Conditionals– reduced and inverted<br/>Inversion – structure<br/>Inversion – negative adverbials<br/>Inversion – restrictive adverbials<br/>Relative clauses – some of which/many of which<br/>Adverb clauses for focus – whatever/wherever/however<br/>Nonfinite clauses (advanced)<br/>Passive voice clauses for sentence focus<br/>Wide range of reporting verbs – academic use<br/>Emphasis expressions<br/>Fronting for emphasis<br/>Modal verbs:<br/>Dare<br/>Expressions to give opinions<br/>Criticism and disapproval</p>   | <p>Fe'llar va zamonlar:<br/>Shart mayli<br/>Buyruq gaplar – uchunchi shaxsga nisbatan<br/>Sodda va so'roq gaplar<br/>Bo'lak jumlarlar<br/>Shart mayli – buyruq gaplar<br/>Shart mayli – qisqartma va almashish<br/>Inversiya – struktura<br/>Inversiya - inkor ravishdoshlar<br/>Inversiya -cheklangan ravishdoshlarning qo'llanilishi<br/>Some of, which li ergashgan qo'shma gaplar<br/>Whatever/wherever/however li ravish ergashgan qo'shma gaplar<br/>Shaxsi noma'lum qo'shma gaplar<br/>Majhul nisbatning turli murakkab gaplarda qo'llanilishi<br/>O'zlashtirma gaplarda qo'llaniladigan fe'llar (ilmiy tilda)<br/>Ma'no kuchaytiruvchi iboralar<br/>Ma'no kuchaytiruvchi shakllar<br/>Modal fe'llar:<br/>Dare modal fe'li<br/>Fikr bildirishda keladigan iboralar<br/>Tanqid va ma'qullamaslik</p>  |



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|  | <p>Adjectives:<br/>Comparatives and superlatives with intensifiers<br/>Superlatives with postmodifiers<br/>Compound adjectives<br/>Adjectives after nouns<br/>Adverbs:<br/>Adverbs with prepositional phrases<br/>Extreme adverbs to modify non-gradable adjectives<br/>Other parts of speech:<br/>Conjunctions – and yet/in that/either...or/neither...nor<br/>Discourse markers<br/>Distancing<br/>Hedging<br/>Ellipsis and substitution</p> | <p>Sifat:<br/>Qiyosiy va orttirma darajalarni ma'no kuchaytiruvchilar bilan ishl.<br/>Aniqlovchili orttirma dajaradagi sifatlar<br/>Qo'shma sifatlar<br/>Otlardan keyin ishlatiladigan sifatlar<br/>Ravish:<br/>Predlogli frazali ravishlarning qo'llanilishi<br/>Darajalanmaydigan sifatarni ifodalaydigan ekstrim ravishlar<br/>Boshqa so'z turumlari:<br/>Turli murakkab shakldagi bog'lovchilar<br/>Diskurs markerlar<br/>Jismonan uzoqlashishni ifodalash<br/>Ishonchlilik yoki shubhani ifodalash<br/>Elipsis va leksik birliklarni almashtirish</p> |
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CEFR tizimining har bir darajasida ma'lum bir grammatik mavzular haqida tushunchaga ega bo'lib, kompetentlikni shakllantirib borish talab etiladi.

Shunday qilib, har bir darajada grammatikaning o'ziga xos o'rni bor va ma'lum mavzularni o'zlashtirmasdan til ko'nikmalaridan yetarlicha ballarni to'plashning imkoni yo'q.

**A list of used literature:**

1. John Trimm, “using the CEFR: principles of good practice”, University of Cambridge, ESOL examinations, October, 2011
2. [www.wikipedia.com](http://www.wikipedia.com)
3. <https://www.efset.org/cefr/>

