

for global trade, science, and culture. Uzbek merchants were proficient in various languages, including Persian, Arabic, and Chinese, as bilingualism or monolingualism was essential for academic pursuits, commerce, and intercultural engagement [3].

Recent research indicates that the formal introduction of the English language into Uzbekistan's education system occurred in 1932, when the Soviet government issued a decree advocating for the integration of foreign language study into the secondary school curriculum. The Soviet administration recognized the significance of foreign languages but devoted minimal attention to their instruction, particularly in the case of English. During the pre-independence era, foreign language education predominantly focused on analytical readings, grammatical sentence analysis, translation exercises, and the mastery of grammatical rules. Students were obligated to produce phrases in the target language utilizing thoroughly understood grammatical rules. The late 1990s and early 2000s signified a transformative period in foreign language education in Uzbekistan, as all stakeholders—teachers, students, schools, colleges, and universities—recognized their readiness for a shift in the methodologies of foreign language instruction and acquisition. Following its independence from the Soviet Union in 1991, the administration has focused significantly on changes in the education sector to secure an appropriate position for the Republic of Uzbekistan within the global community. Hasanova states that a primary alteration introduced to the educational system following independence and educational reforms was the designation of the Uzbek language as the sole official language of the nation. It was indeed impossible to achieve an independent economy, social and political stability, and the growth of the nation's intellectual and spiritual capacity without reconstructing the educational system. In 1997, the “National Program for Specialist Training” was formulated and ratified by the Oliy Majlis (Parliament). The primary objective of this program is to cultivate spiritually affluent and ethically mature citizens equipped with contemporary knowledge and an active civic engagement; they are autonomous thinkers capable of making informed decisions, representing a well-rounded generation poised to foster progress and prosperity in Uzbekistan during this new historical epoch. A continuing education system designed for people training was established through extensive research of international practices and a thorough evaluation of the current educational framework.

The Uzbek government has progressively restructured foreign language instruction, transitioning curriculum from grammar-translation methods to communicative language teaching to enhance students' linguistic knowledge and communication skills in foreign languages. A new textbook, *Fly High English*, has been released by the Ministry of Education of Uzbekistan in collaboration with the British Council Uzbekistan. The substance of the new course book significantly differed from the English textbooks utilized throughout the Soviet era. Nonetheless, due to varying state standards for schools, academic lyceums, and universities, there was no inconsistency in the instruction of foreign languages. The recurrence of some subjects and ideas was evident throughout the course materials throughout several educational stages.

The subsequent significant advancement in the language policy of the Republic of Uzbekistan was the Presidential Decree “On measures to further enhance the foreign language learning system” issued in 2012. The Decree stipulates that foreign languages,

mostly English, are progressively taught nationwide from the first year of education through lesson-games and speaking activities, advancing to the learning of the alphabet, reading, and spelling in the second grade. Beginning with the 2013-2014 academic year, foreign language instruction has been implemented in normal secondary schools from the 1st grade, utilizing the Kid's English textbook.

The aforementioned State Education Standard was formulated based on the European Union's CEFR document and represented the initial phase in the implementation of international standards for foreign language acquisition, instruction, and evaluation. The new state standard may effectively delineate the aims and consequences of English learning and instruction at each educational level and stage. The examination of the foreign language teaching and learning system conducted by a consortium of experts from Uzbekistan State University of World Languages, the Ministry of Higher and Secondary Specialized Education, and the Ministry of Public Education indicated that the previous curricula and standards for various educational levels were ineffective in terms of financial and labor resources.

The Common European Framework of Reference for Languages (CEFR) was established by an international working group of the Council of Europe, organized by the Language Policy Division, to enhance transparency and coherence in the instruction and acquisition of modern languages in Europe. Following a pilot initiative that included comprehensive field consultations, the Framework was formally released in 2001, designated as the European Year of Languages, and has since been translated and disseminated in nearly 40 languages across Europe and beyond. The CEFR employs an action-oriented methodology for language acquisition and utilization. It encompasses six proficiency tiers for foreign language acquisition. As we near the millennium, the acquisition of modern foreign languages is essential for facilitating practical communication; it also serves as a significant source of intellectual stimulation and enjoyment, fosters broader perspectives and insights into diverse cultures, and allows individuals to gain understanding of their own culture and language through comparison.

An early initiation into foreign language acquisition offers distinct benefits, and effectively instructing children in a foreign language within the context of Uzbekistan necessitates specialized abilities and insights that diverge from those suitable for European nations. The first levels are A1 and A2, designated as the levels of a "basic user"; B1 and B2 represent the levels of a "independent user," while individuals who possess C1 and C2 are regarded as "proficient users". The implementation of CEFR in Uzbekistan designates A1 for students in grades 1 to 4. A1 comprises three subdivisions: A1/1 for first grade, A1/2 for second and third grades, and A1/3 for fourth grade students. Students must acquire specified competencies at each level. The A2 level comprises three subdivisions: A2/1 for fifth and sixth grades, A2/2 for seventh and eighth grades, and A2/3 for ninth grade students.

Results. Three key topics emerged from the analysis: **Language Development:** Eighth-grade students exhibit enhanced proficiency in reading comprehension, grammatical application, and verbal communication when English is taught consistently and effectively. **Academic Preparedness:** Proficiency in English enhances pupils' performance in other disciplines necessitating reading and analytical reasoning, including science and history.

Global Competence: Students develop an understanding of the cultural importance of English and its applicability in digital communication, media, and international settings.

Discussion. The findings suggest that the eighth grade is a pivotal year for enhancing English proficiency. At this stage, students are moving into more intricate learning contexts where English proficiency is of greater significance.

The curriculum should be customized to address their cognitive and language requirements. Educators necessitate continuous professional development and access to contemporary instructional resources to effectively engage learners. Moreover, the incorporation of technology and interdisciplinary activities can enhance the relevance and enjoyment of English language acquisition for students.

Conclusion. Teaching English in the 8th grade is crucial for developing foundational language skills that support academic success and global awareness.

A well-designed curriculum, coupled with trained educators and supportive resources, can significantly enhance students' proficiency. As the world becomes increasingly interconnected, early mastery of English empowers students to participate fully in future academic, professional, and social opportunities.

Additionally above mentioned educational reforms, the Government has recently adopted a number of legislative documents aimed at structural and system reforms in the public education. In particular, the Presidential Decree from 5 September 2018 (UP-5538) "On additional measures to improve the management system of the public education" intended at further improvement of the systems of public education through introduction of new management mechanisms and quality standards in the educational process, increasing the prestige of the teaching profession in the society, improving the material and technical condition of educational institutions [1].

As an instrument for realizing the fulfilment of the Sustainable Development Goals (SDGs), the President signed a decree On Uzbekistan's Development Strategy 2017-2021 which approved the National Action Strategy on Five Priority Development Areas 2017-2021.

The Action Strategy was developed as a five years strategic plan developed by the new Government which assumed office in 2016, on the basis of a comprehensive study of topical issues, analysis of the current legislation, law enforcement practices and the best international practices, and following public discussion.

All these educational reforms are the requirement of time and have a big impact on foreign language teaching police.

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