



– Because Ali Ibn Sina is one of the fathers of world medicine, the World Health Organisation could open a regional ALI IBN SINA CENTRE FOR CENTRAL ASIA in Bukara, Uzbekistan.

Today there are many things I would like to tell you about philosophy and Sufism, but I will conclude and thank you with a wish:

– thanks to languages I would like at least 50-100 young CENTROASIATIC people to become international civil servants or business managers

– but my dream is that IN THE NAME OF ALI IBN SINA THE UZBEK AUTHORITIES WILL CONVINCE THE WORLD HEALTH ORGANISATION TO OPEN A REGIONAL OFFICE IN BUKHARA

SPECIFICITIES OF ENGLISH LANGUAGE ORGANIZATION IN THE LINGUAL HIGH SCHOOLS

Sharipova Feruza Ibragimovna

Tashkent pediatric medical institute

Tashkent, Uzbekistan

Annotation: *the specificities and the basic directions of English language organization in the lingual high schools are stated and covered in the thesis. The three-module system of teaching in account with linguistic skills and professional competence of English language during studying process is presented in the thesis. The research in the thesis showed and proved that lingual specificities of studying English language in the department of English language in the Uzbek State World Languages University is effective version of development of theoretical and practical skills of English language in written and oral types of communication. Actuality and importance of the thesis is consisted that the lingual high schools have differentiation on levels of English language and lingual abilities of students help them not only freely speak on English but also create unique communicative situation and increase motivation at students.*

Key words: *project method, lingual institute, communicative skills, interactive, English language.*

RELEVANCE

Mastering a foreign language is one of the keys to access the new period of globalization in education, science, economy, politics, and social life. Linguistics is becoming global and both learners and teachers are now able to communicate their further linguistic knowledge and skills with professional careers throughout the world.

All these changes have brought the international world of linguists together to work out global programs which comparable from one country to another.

AIM OF THE RESEARCH

Authentic use of language and an emphasis on the communicative skills of

the learners is one of most important focuses of this approach.

The world, as Uzbekistan is adopting this new more effective approach to foreign language teaching, learning and assessment and it is our responsibility to keep up with the best practices on behalf of our students and the country's future.

MATERIAL AND METHODS

The CEFR is the most comprehensive, and the most widely used set of foreign language education standards throughout the world. Both curricula and assessments for language learning need to be developed for, and adapted to, the context in which they are to be used.

The CEFR started as a reliable way to compare the curriculum, the qualifications and the assessments of at different lingual schools, colleges and universities in the same country or different countries.

It is the result of thousands of teachers and linguistic researchers establishing detailed descriptions of language proficiency at different levels.

The teaching of English language in lingual high schools is related to one of the most actual issues of education in the Republic of Uzbekistan nowadays. Practice of English language lingual skills is not only demand of the modern globalization of our society but also plays a key role in career and communication development and self-education of every citizen. The refore English language classes in the lingual high school as usual traditional and obligatory hours of theory are not effectively promote to deep studying of English language and development of lingual research skills. National program on training teacher staff [8] mentioned that one of the verses of productive and operative study courses of English language are academic hours of English language that help students of future lingual specialty introduce with real language communication, model process of getting high levels of English language practical skills. These recommendations are objectively set out in our state education standards ("About means for further improvement of foreign languages study system" 2012, "About statement of state education standard on foreign languages of non-stop education system" 2013). Newspaper "People's word" [9] covered that the social-politic and economic conditions promoted to a number of changes in the various structures of society, even in education. The background of state education standard course are conflict of aims of new globalization of education and traditional system of lingual high schools, high motivation to foreign language study at lingual specialists, non-conformity of modern demands of mono-system of teaching foreign languages in the academic hours, introduction of interactive methods (graphical, role games) and technical equipment in study (projectors, pads, notebooks and etc.).

National program on training teacher staff [8] noticed that the state education standard of non-stop education represents a complex of needs, obligatory at realization of basic program of foreign languages teaching in lingual high schools. A three-module access is based in the standard that provides



formation of readiness to self-development and non-stop education.

According to the European standard (CEFR+CLIL) it is supposed to provide foreign language study in lingual high schools in three stages of module system (A1, A2-B1, B2, C1, C2). The implementation of CEFR in teaching foreign languages officially established that the requirements of A-1 and A-2 will be met by the end of the ninth grade at school, B-1-within three years in academic lyceums and professional colleges, B-2- at non-philological Universities and C-1 at special philological Universities where teachers of foreign languages are trained.

The Common European Framework of Reference: Learning, Teaching and Assessments (CEFR) was accepted by the Council of Europe in 2001.

RESULTS

It is well-known that CEFR is intended to provide a basis for the development of syllabuses, curricula, textbooks and tests. The impact of this document has been very deep in a range of areas in language teaching and testing. Actually all the aspects connected with foreign language teaching are covered by CEFR.

Since the Uzbek State World Languages University according to the mentioned decrees had organized several workshops and video-conferences for the teachers of foreign languages on this system.

The familiarization stage at ensuring that the specialists of foreign languages had a deep understanding of the Common European Framework of Reference took about two – three months.

CONCLUSION

The refore an inclusion of three-module system in the academic course of English language provides active position of students, high motivation and as result high productive process of study.

According to the three-module system in account of specificity of lingual high school we can formulate basic features of linguistic course of English language.

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