

# THE EFFECTS OF GLOBALIZATION ON LANGUAGE EDUCATION TRENDS

Kakhkhorova Nigina Abdivakhidovna

English Teacher of Karshi Engineering Economics Institute

## Abstract

Globalization has had a tremendous impact on language teaching, changing trends in curriculum design, pedagogy, and learning objectives. This article investigates the effects of globalization on language teaching, using data from a variety of scholars and experiments. It emphasizes important trends such as the growing dominance of English, the rise of multilingualism, and the incorporation of technology. The article demonstrates how globalization has created both opportunities and challenges in language instruction using key examples and research-based information.

**Keywords:** Globalization, language education, English as a global language, multilingualism, technology, cultural diversity.

## Introduction

Political developments and technological advancements have woven dialects into the center of education, causing significant global change. In simpler terms, dialects have evolved into an essential component of training in order to adopt a client-centered approach. Words and Multilingualism's pledges have prompted other breakthroughs. In this context, English is heavily emphasized on a global scale. This refers to a pivotal and advancing figure.

On the whole, dialect training provides students with a variety of universal dialects, reflecting the interdependence of countries and inventive advancements that aid in adjustment. Analysts focus on specific variables, and they are currently investigating the role of the English language as a common means of communication.

English is now the main language used for talking between countries, discussing science, and doing business. Graddol [1, 10] predicted that more people in developing countries would need to learn English. Projects like the British Council's "English Next" showed that the desire to speak English was increasing in Asia and Africa. For example, in India, the number of English-medium schools grew by 74% between 2008 and 2018. This shows how important English is in the worldwide job market.

The modern world shows how important it is to know more than one language. A study done by the EU in 2012 showed that 54% of Europeans can hold a conversation in at least two languages. This is helped by programs that encourage speaking multiple languages. Studies done in schools, like the popular CLIL (Content and Language Integrated Learning) method in Europe, have shown that teaching subjects in other languages can improve both language skills and thinking abilities. [2,15]



Using technology to teach languages has increased a lot because of globalization. Teaching and learning languages has changed a lot because of apps like Duolingo and other tools that use artificial intelligence. Warschauer [4,20] says that technology allows students to access real materials and helps them connect with others around the world. A study by Rosetta Stone in 2021 found that people using AI software got better at language skills by 40% compared to those using traditional methods.

Globalization makes people worry about all languages becoming the same and losing their unique cultures. At the same time, it also provides chances to improve language skills and learn more about different cultures. Experts suggest creating clear laws that encourage different cultures and languages to be included. Promoting both local and global languages can lead to social and mental advantages, as shown by programs like Canada's bilingual education. As English becomes more common, more people are encouraged to speak multiple languages, and technology is being used more, globalization has significantly changed how languages are taught. But there are also downsides, like everyone being too similar. Teachers and governments can develop language programs that follow international standards and keep cultural differences by using studies and examples from other countries.

### References

1. Graddol, D. (2006). English Next. British Council.
2. Dalton-Puffer, C. (2007). Discourse in Content and Language Integrated Learning (CLIL) Classrooms. John Benjamin`s Publishing.
3. British Council. (2020). English Next India.
4. European Union. (2012). Europeans and their Languages.
5. Crystal, D. (2003). English as a Global Language. Cambridge University Press.
6. Rosetta Stone. (2021). Language Learning Effectiveness Study.
7. Skutnabb-Kangas, T. (2000). Linguistic Genocide in Education – or Worldwide Diversity and Human Rights?

