

THE ROLE OF ENGLISH IN MODERN EDUCATION

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АННОТАЦИЯ:

This article highlights the relevance and importance of learning foreign languages in the modern world and education system. In the process of globalization, international cooperation, the development of science and technology are making knowledge of foreign languages an important competence. The article analyzes the role of learning foreign languages in personal development, academic success and intercultural communication. It also considers issues of increasing the effectiveness of language learning through the use of innovative methods and information technologies in the educational process.

In today's era of globalisation, one of the most important tasks facing the modern education system is to prepare competitive professionals who possess a broad worldview and can communicate freely. Under these circumstances, knowledge of foreign languages is becoming not merely an additional skill but an integral-part of modern competence. The expansion of international cooperation, the rapid development of science and technology, and the increasing- flow of information are further enhancing the importance of foreign languages in the educational process.

It is no secret that today's education system is considered modern and continuously evolving. The history of the English language in the twentieth century was closely linked to the rise of the United States as a superpower, as the country spread the English language throughout the world through its economic, technological, and cultural influence.

“English as a Global Language” is undoubtedly a title that has appeared in thousands of newspapers and magazines in recent years. The phrase **“English rules”** provides a clear example of this trend, simply illustrating the worldwide spread of the language and the likelihood that this process will continue. “With the handover of Hong Kong, it might seem as though the British Empire is finally retreating. Yet, from Bengal to Belize, and from Las Vegas to Lahore, the language of the crowned island (that is, Great Britain) is rapidly becoming the first truly global lingua franca, a common language of international communication” [1.1].

Knowledge of languages makes a person more well-rounded, as learning a language also involves learning about the culture, traditions, and customs of the people who speak it. Learning a foreign language develops logical thinking, helps people understand other cultures, and promotes tolerance.

In the twenty-first century, several major newspapers and magazines have chosen English as a symbolic theme in special editions addressing topics such as globalization, diversity, progress, and identity. The main reason for this is the growing number of English speakers compared with speakers of other foreign languages, as well as the increasing attention given to English. A clear example of this is the Resolution of the President of the Republic of Uzbekistan entitled “On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level”.

Undoubtedly, English is a global language. People can hear politicians from all over the world speaking English on television. Wherever you go, you are likely to see signs and advertisements in English. When you enter a hotel or restaurant in a foreign city, the staff often understand English, and even the menu may be available in English. Many modern educational platforms and applications operate in English. Therefore, knowledge of English also contributes to the development of digital literacy.

If we consider the importance of English in the educational system, Cooperative Language Learning (CLL) is often used in second-language teaching. It is recognized as an approach to promoting communicative interaction in the classroom and is regarded as an extension of the principles of Communicative Language Teaching (CLT). This approach is considered a learner-centered teaching method that offers several advantages over traditional teacher-centered methods.

There are several objectives of using this approach in the process of teaching English, which will be discussed below:

- to create opportunities for second-language acquisition in a setting that closely resembles natural communication through interactive pair and group activities.

- to provide teachers with a methodology that enables them to achieve this goal and can be applied in various educational contexts, such as content-based instruction, foreign language classes, and integrated learning.

- to use interactive tasks to draw learners' attention to specific lexical items, language structures, and communicative functions.

For learners of English, the language is considered a second language in this context. From this perspective, McGroarty identifies six learning benefits for students learning English as a Second Language (ESL) in CLL classrooms:

1. Increased frequency and variety of second-language practice through different types of interaction.

2. Opportunities to develop or use language in ways that support cognitive development and strengthen language skills.

3. Opportunities to integrate language learning with content-based instruction.

4. Opportunities to use a wider range of curriculum materials to promote language learning and conceptual understanding.

5. Opportunities for teachers to develop new professional skills, particularly those that emphasize communication.

6. Opportunities for students to serve as resources for one another, thereby taking a more active role in their own learning process.

As we can see, knowledge of English opens many doors for us. The Uzbek proverb "To know a language is to know a people" is not without reason, as travelling to another country often requires us to communicate with the local population. In such situations, knowing the language allows us to communicate confidently and comfortably.

Furthermore, English plays a particularly important role in education. A large proportion of the world's scientific articles, textbooks, and online courses are published or provided in English. Knowledge of English enables students to access international resources directly. In addition, English serves as a primary means of communication at international conferences, in grant programmes, and in exchange projects. Learning a foreign language also broadens opportunities for studying abroad and exchanging knowledge and experience with people from other countries.

We can identify two diasporas in the spread of the English language. The first diaspora involved the migration of approximately 25,000 people, mainly from southern and eastern England, to North America and Australia. As a result, new native varieties of English emerged.

The second diaspora was associated with the colonization of Asia and Africa, which led to the development of several second-language varieties of English. These varieties are often referred to as "**New Englishes**"

The "English language factor" is evident in almost all major global (macro-level) trends. These include business process outsourcing (BPO), the growth of the urban middle class

worldwide, the development of new communication technologies such as the Internet, the global redistribution of poverty, changes in the nature and control of news media, and reforms in educational systems at universities and schools.

Many people aspire to secure better jobs with higher salaries, and language proficiency plays an important role in achieving this goal. In other words, **professional competitiveness** is closely linked to English proficiency, as knowledge of English provides an advantage in many fields within the global labour market. English is also an important requirement for working in international companies and organizations.

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