

# **ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**



## **НАМАНГАН МУҲАНДИСЛИК-ҚУРИЛИШ ИНСТИТУТИ**

### **НАМАНГАН ВИЛОЯТ “АХСИКЕНТ” ХАЛҚАРО ИЛМИЙ-ТАДҚИҚОТ ЖАМОАТ БИРЛАШМАСИ**

**“БУЮК АЖДОДЛАРИМИЗНИНГ ҲАЁТИ, БОСИБ ЎТГАН  
ШАРАФЛИ ЙЎЛИ, МОДДИЙ ВА МАДАНИЙ МЕРОСИНИ  
ЁШЛАРГА ИБРАТ СИФАТИДА ЎРГАТИШНИНГ  
ЗАМОНАВИЙ ИЛМИЙ-ПЕДАГОГИК УСУЛЛАРИ”**

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### **Таҳрир хайъати:**

т.ф.н., доц. Ш.Т.Эргашев, т.ф.н., доц. С.И.Умархонов, ф-м.ф.д. М.Дадамирзаев, т.ф.н., доц. О.Жакбаров, проф. М.Мирсайдуллаев, проф. М.Исмоилов, т.ф.н., доц, Т.Қозоқов, PhD А.Нуриддинов, т.ф.н., доц. С.Каримбаева, ф.ф.н., доц Н.Шайдуллаев, ф.ф.н., доц. А.Хақимов, с.ф.н., доц. Х.Ўринбоев, А.Отахонов, Ф.Ирискулов, А.Дехқонов.

*Ушбу конференция Ўзбекистон Республикаси Президенти Шавкат Мирзиёев раҳбарлигида 2021 йил 19 январь куни Республика Маънавият ва маърифат Кенгашининг видеоселектор тарзида ўтказилган мажлисининг 3-баёни 2-банди ижросига кўра Олий ва ўрта махсус таълим вазирлигининг 2021 йил 15 февралда юборилган 87-03-925-сонли хатида келтирилган топшириқни амалга ошириш мақсадида ўтказилди.*

The above examples indicate that the influence of the English language in the world is quite large and continues to grow every year. It is safe to say that English will continue to occupy the place of the language of world communication, since no other language is spoken by such a large number of people in the modern world.

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### **ENGLISH AS THE LANGUAGE OF GLOBAL COMMUNICATION IN THE FIELD OF EDUCATION**

**Hamroyeva Sharifa Shukur qizi**  
**The teacher Bukhara State University**

**Annotation:** The concept of “English as the language of worldwide communication” reflects a completely new phenomenon, although many researchers have used English for international communication long before the transformation of the English language.

**Key words:** English language, communication, globalization, worldwide.

The process of turning international English into a means of global communication at the turn of the XX and XXI centuries proceeded so rapidly that the scientific community was unable to reach a consensus on the world standard of English as a global language due to the lack of research on the issue. The thesis about the need to recognize the right of the language of world communication to develop its own norms on the basis of studying the research material contained in the database of the use of international English by speakers of English as a second language is not sufficiently convincing at this stage of the transformation of the world system of languages, as it contradicts the theory and practice of the emergence and development of languages. The number of speakers of a language undoubtedly matters in the value of the language as a cultural capital, but the control over the development of the language and over its standard forms is determined by the political, economic and cultural influence of the main English-speaking countries, even if the number of native speakers in these countries is inferior to the total number of users of the language as the second in the world. In the implementation of cross-language and cross-cultural communication, information is encoded and decoded on the basis of the English language, and any

deviations from the standard language form associated with phonetic, grammatical or lexical phenomena lead to noise in the information channel and, at a certain level of violation, lead to communication failures. In connection with the statements of leading linguists that native English speakers have lost the right to speak it and, therefore, their main standard variants should not be considered as a world standard, as well as in connection with attempts to develop a new world standard for a global language based on the "characteristics" of its use by non-native speakers, whose number exceeds the total population of the main English-speaking countries,, that the multibillion - dollar industry of teaching English in the world has not been reoriented from relying on native speakers and from using the two main language options - British (BE) and American (AE) - to non-native speakers and the new world standard.

ESL teacher certification, which is traditionally carried out by universities in the United States and the United Kingdom under the TESOL (Teaching English to Speakers of Other Languages) and TEFL (Teaching English as a Foreign Language) programs, has become a major business in organizing training courses and certification of teachers of English as a second and foreign language, including online, in many countries around the world. As Davidson points out in an article on abuses in the ESL and EFL teacher training and certification industry, due to the difficulties associated with regulating the international certification system, face-to-face and Online courses are often conducted by people posing as native English speakers and without registration certificates from any recognized certification bodies from the main English-speaking countries. Until the adoption of international legislation to regulate the system of training and qualification of ESL and EFL teachers, Davidson concludes, the main principle in this industry will remain "Caveat Emptor". The question of standard English is controversial even in the case of national variants. The wide spread of the English language in the post-war period and the acquisition of the global status of the English language at the turn of the XX-XXI centuries make this issue even more complex. The fact that the issue of global standard English is far from being resolved is evident from the fact that, unlike other European languages, English is not codified and the concept of "standard" does not include prescriptive language forms. The British version, as Trudgill and Hanna write, means "standard English in its written and spoken forms, used by educated speakers in England and, with minor differences, in Wales, Scotland, Northern Ireland, the Republic of Ireland, Australia, New Zealand and South Africa". By the American version, the authors mean " English used orally and in writing by educated speakers in the United States and Canada."

The absence of special state bodies in English-speaking countries, such as the Academie frangaise in France, for the purpose of studying the national language

and literature and forming the language and literary norms of the national language, is puzzling in countries where the codification of national language norms is part of the legislation. Even more uncertainty about what constitutes "proper English" and which language forms are non-standard arises when teaching English as a second language (L2) or a foreign language (EFL).

Formal standardization of the English language is also absent in the United States, where language norms are prescribed by grammar textbooks and language usage, and not by the language academy. However, the lack of formal standardization does not prevent the maintenance of standard English on the basis of the national education system responsible for teaching English.

Thus, the transformation of English into the language of world communication requires a revision of the traditional approach to teaching foreign languages. English as the language of universal communication loses its status as a foreign language. This requires a reorganization of language education, which requires a transition to multilingual education, which provides for the teaching of English not as one of the national variants of the English language, which leads to the assimilation of the corresponding dominant cultures, but as a language of global communication used to overcome interlingual and intercultural barriers in a globalized world. The transition to multilingual education is based on the consideration of English as a necessary condition for the entry of an individual into the global economic, political and cultural space and includes, in addition to the native (or state language) and English, teaching one of the foreign languages offered by the education system.

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**ТАЪЛИМ МУАССАСАЛАРИДА ЎҚУВ МАШҒУЛОТЛАРИ  
МАЗМУНИГА ВАТАНПАРВАРЛИК ТУЙҒУЛАРИНИ  
СИНГДИРИШНИНГ САМАРАЛИ ЙЎЛЛАРИ  
Нишонов Хайрулло Холмирзаевич  
НамМҚИ Қурилиш факультети декан ўринбосари,  
Нишонов Азиза Холмирзаевна**

<b>АБДУЛЛА ҚОДИРИЙНИНГ “ЎТКАН КУНЛАР” РОМАНИНИНГ ЁШЛАРНИ ВАТАН-ПАРВАРЛИК РУҲИДА ТАРБИЯЛАШДАГИ ЎРНИ</b>	
Юсупов Бунёд Ғайратжон ўғли Наманган муҳандислик-қурилиш институти талабаси .....	276
<b>THE ROLE AND A PLACE OF GLOBAL ENGLISH IN THE MODERN WORLD</b>	
Duldulova Nigora Ashimovna The Teacher Tashkent architecture and civil engineering institute.....	280
<b>ENGLISH AS THE LANGUAGE OF GLOBAL COMMUNICATION IN THE FIELD OF EDUCATION</b>	
Namroyeva Sharifa Shukur qizi The teacher Bukhara State University .....	282
<b>ТАЪЛИМ МУАССАСАЛАРИДА ЎҚУВ МАШҒУЛОТЛАРИ МАЗМУНИГА ВАТАНПАРВАРЛИК ТУЙҒУЛАРИНИ СИНГДИРИШНИНГ САМАРАЛИ ЙЎЛЛАРИ</b>	
Нишонов Хайрулло Холмирзаевич НамМҚИ Қурилиш факультети декан ўринбосари, Нишонова Азиза Холмирзаевна Тўрақўрғон туманидаги 39-умумтаълим мактаби ўқитувчиси .....	284
<b>ЖОН СТЕЙНБЕКНИНГ “CANNERY ROW” ҚИССАСИДА МАКОН ТАСВИРИ</b>	
Ғаниева Орзигул Хайридиновна БухДУ Инглиз адабиёти ва стилистика кафедраси катта ўқитувчиси .....	287
<b>КУЧЛИ ГЛОБАЛЛАШУВ ВА ИНТЕГРАЦИЯЛАШУВ ШАРОИТИДА ЖАМИЯТДА СОҒЛОМ АВЛОДНИ ТАРБИЯЛАШ</b>	
Эшонова Дилфуза Наманган вилояти Чуст тумани 67-умумтаълим мактаби ўқитувчиси.....	290
<b>РЕНЕССАНС – УЙҒОНИШ ДЕМАҚДИР</b>	
Мажидов Содикжон Саъдуллаевич Нам МҚИ Муҳандислик коммуникациялари факультети декан муовини .....	294
<b>БУЮК АЖДОДЛАРИМИЗ ҲАЁТ ЙЎЛИ ВА ИЛМИЙ МЕРОСИ ЁШЛАРНИ ИННОВАЦИОН ҒОЯЛАРНИНГ ТАШАББУСКОРИ ЭТИБ ТАРБИЯЛАШДА МУҲИМ ОМИЛЛАРДАН БИРИ</b>	
Махмудов Мухторжон Абдумалик ўғли НамМҚИ талабаси.....	296
<b>ЁШЛАРНИ ВАТАНПАРВАРЛИК РУҲИДА ТАРБИЯЛАШНИНГ САМАРАЛИ УСУЛЛАРИ</b>	
Ўринбостиева Шохсанам Илҳомжон қизи НамМҚИ талабаси .....	299
<b>ЁШЛАРДА ВАТАНГА САДОҚАТ ҲИССИНИ ЮКСАЛТИРИШ АСОСЛАРИ</b>	
Ёкуббоев Жобирхон Хайрулло ўғли НамМҚИ талабаси .....	302