

## THE ROLE AND IMPORTANCE OF ENGLISH AS A GLOBAL LANGUAGE IN LOCAL HIGHER EDUCATION SYSTEMS

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### Abstract

This article provides a comprehensive analysis of the strategic role of English in transforming local higher education systems in the context of modern globalization. The relevance of the study lies in the fact that today English serves not only as a means of communication but also as the primary driver of science and innovation. The article examines the implementation of the EMI (English as a Medium of Instruction) methodology in national higher education institutions, its advantages, and emerging linguo-methodological challenges. The author conducts a comparative analysis of the integration processes between international educational standards and the local education system, justifying the importance of the language factor in increasing students' academic mobility. Finally, practical recommendations are provided to improve the quality of English language teaching in the training of modern engineering and technical personnel.

**Keywords:** Globalization, English language, higher education, EMI, academic mobility, technical education, quality of education, international integration, competitiveness, innovative pedagogy, ESP, education transformation.

### Introduction

By the 21st century, the rapid integration processes occurring within the global community strictly demand that any national education system adapt to international standards. As English has attained the status of a global language (**Lingua Franca**), it serves as a primary source of knowledge not only for specialists in the humanities but also for strategic fields such as engineering, technology, and economics. According to the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" approved by the President on October 8, 2019, as well as decrees regarding the promotion of foreign language learning, the inclusion of higher education institutions (HEIs) in international rankings (**QS, Times Higher Education**) and the alignment of the educational process with global benchmarks have been designated as priority tasks. Achieving these goals requires English proficiency to be a core competency for both students and faculty members.

Theoretical Framework and Methodology. The theoretical foundation of this research is based on David Crystal's *"English as a Global Language"* and Braj Kachru's *"World Englishes"* theories, alongside scholarly works by local researchers on foreign language teaching methodology in higher education. The study employed a systematic approach, comparative-pedagogical analysis, and sociological observation methods. Specifically, using the experience of **Tashkent State Technical University** and other technical HEIs, students' proficiency in navigating international scientific databases was examined. The effectiveness of the **EMI** (English as a Medium of Instruction) methodology and student motivation were highlighted through **quantitative and qualitative analysis**.

**Main Body.** In the contemporary world, higher education is no longer merely a center for knowledge dissemination but a vital participant in the international services market. The evolution of the "Export of Education" concept is directly linked to the role of the English language. For local universities to attract international students and secure a position in global rankings, they must adapt their curricula to English. The EMI methodology—teaching subjects directly in English—is of paramount importance in technical universities because **85-90%** of modern technologies, programming languages, and engineering manuals are produced in English.

**1.Problem:** Many students fall behind in mastering new technologies due to a shortage of literature in the Uzbek language or the obsolescence of existing content.

**2.Solution:** Gradually teaching specialized subjects in English ensures that students develop into world-class engineers capable of communicating fluently with international partners.

English serves as the primary "bridge" in strengthening the international relations of local universities. Language proficiency certificates (**IELTS/CEFR**) are mandatory requirements for participation in exchange programs such as **Erasmus+** and **Fulbright**. This allows both students and faculty to study advanced foreign experiences and apply them to the national education system. Today, the content of global educational platforms like **Coursera, edX, and Udacity** is predominantly in English. If local students can access these resources, their knowledge base will not be limited to local textbooks. Furthermore, academic English is essential for conducting research in scientific databases such as **Scopus and Web of Science**. Sociological surveys and analyses show that **80% of students** consider learning English a guarantee of career success. However, only **30%** are currently prepared to fully master specialized subjects (e.g., Descriptive Geometry or Mechanical Engineering Technology) in English. This indicates a need to revise the **ESP (English for Specific Purposes)** teaching system.

**Recommendations** Based on the analysis conducted in this article, the following proposals are put forward:

**1.Syllabus Modernization:** Incorporating at least 40% foreign (English) sources into course programs.

2. **Professional Development:** Systematically organizing short-term foreign internships and qualification programs for faculty members.

3. **Digital Technologies:** Implementing **VR (Virtual Reality)** and **Artificial Intelligence**-based language learning platforms into the educational process.

4. **Mentorship System:** Appointing English-proficient professors as scientific mentors to guide young teachers.

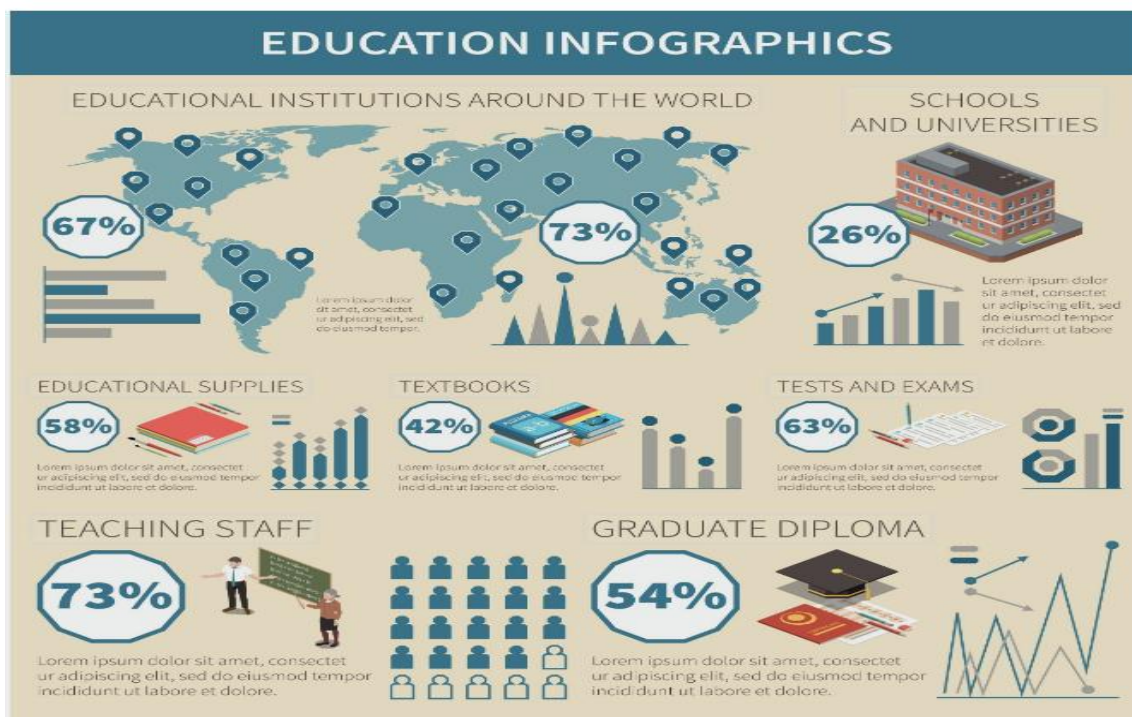


Figure 2. Infographics of Global Educational Trends and Statistics

In conclusion, within the local higher education system, English does not merely function as a foreign language but acts as a strategic "key" to the world of global knowledge. As demonstrated by major educational institutions like **Tashkent State Technical University**, creating an **English-speaking environment** within universities is an urgent task necessary to elevate the quality of education to international levels and to train competitive engineering personnel. Ultimately, the English language is a professional tool for the specialist of the future and a reflection of the country's intellectual potential.

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