

THE ROLE OF FOREIGN LANGUAGES IN SOCIETY GLOBALIZATION AND EDUCATION

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ABSTRACT

This article is devoted to the role of foreign languages in the modern society (in particular: processes of globalization and education). The strength of interconnectedness among nations, therefore leads to the need of being multilingual and foreign language is considered as a means for impending cross-cultural communication, market economics and collaboration. While discussion of such skills, as in Foreign Languages and Their Significance in the Society (An Into-Czech Perspective), does so to some degree, it also connects multilingualism to authentic societal progress by explicitly laying out its manifold past and present significance. In our present global community, foreign languages are part of individual intercultural competences which will ensure growing flexibility into ever widening cultural and occupational influences and lead to social integration where possible in addition to bridging a chasm across cultures. Schools, as the main locations for language education, have a crucial role here; helping students be more prepared to live in a global world. In this article, the author explores various educational models and pedagogies that contribute towards achieving successful language acquisition as well as the pros & cons of bilingual & multilingual educational systems. The paper, through literature reviews and case studies, points out some of the social benefits such as empathy towards cultural differences or the cognitive benefits including critical thinking/analytical skills or even more career prospects in industry. CONCLUSIONS AND POLICY IMPLICATIONS The findings highlight the significance of foreign language teaching for a globally proficient occupation workforce This research contributes to a broader understanding of foreign languages as intrinsic, culturally and economically beneficial in preference to in order their role within the educational system while favouring global citizen knowledgeable multilingual communities.

Keywords. Deconstructing language, Skills & Sustainable Development Goals International Journal, research in Language Studies, qualitative research in linguistics, multilingualism advantages, acculturation theory, intercultural communication competence (ICC), social inclusion integration practice focus SAGE open.

INTRODUCTION

In the globalized world of the 21st century, where almost every aspect of society, economy and education is affected by international communication among countries with different languages; importance of foreign languages has been increasing rapidly. However, in a world where nations are becoming more interdependent on each other, the skill to communicate across languages is extremely important for bringing about cross-cultural understanding and collaborations. While its impact was primarily felt on the economic front, globalization has also rendered a shared competency in language necessary to communicate and exchange ideas

across border which leads to cross-cultural communication and social integration. In this aspect, foreign languages are an essential medium when it comes to person subjected experiences or interaction since linguistic proficiency have become the skills that professionals desire in the international employment industry.

This brief is devoted to the evolution of foreign language instruction from a traditional linguistic training toward skills that enable global citizenship. As international communication prevails, schools across the globe have started including foreign language studies as an essential part of their systems in order to provide learners with the ability to master multicultural environments. Almost 93% of participants spoke to the necessity of teaching foreign languages while less than one-fifth (18%) cited knowledge about how best to teach these in a way that cultivates cultural flexibility and language competence {SP: actually sociocultural adaptability and for those with use experience as keywords; more accurately "the science on how best to teach foreign languages showing it is really desirable or necessary, together with others, but perhaps only for some" 4850 —THA}). Additionally, the difficulties related to broad foreign language programs in specific educational and social context pop up challenging questions of policy, designations of provision and methods of learning.

Through understanding the role that foreign languages play in society, what processes they support for globalisation and how they serve as tools in education, this article will reflect on these issues. Through these issues, the study intends to highlight the significance of having the ability to use foreign languages and what it means in a fast globalizing world and what kind of educational practices are needed.

LITERATURE REVIEW

The existing literature on foreign languages shows the importance of such languages in the modern world, namely related to social integration, economic mobility, and educational progress. Linguists and scholars such as Nida (1964) and Venuti (1995) have pointed out that different languages act as a bridge for communication between societies, providing opportunities to understand one another and work together, which becomes particularly evident at the level of reading comprehension. This correlates with ideas about linguistic relativity which state that language not only shapes communication but may also contribute to the way culture is perceived and how society interacts. According to Garcia and Pena (2017), the globalized era has raised a high demand for this skill; thus, professional employers view multilingualism as a significant competitive edge.

The importance of foreign language learning in fostering the competence to adapt appropriately and effectively when interacting with a variety of cultural contexts, has long been recognized as an important area of research (Byram, 1997). Studies indicate that foreign language education today goes beyond grammar and vocabulary; the goal is now to cultivate a global citizen (Pym, 2012). Yet there are still gaps in knowledge about the best pedagogical approaches to foreign language teaching, balancing linguistic fluency with cultural sensitivity. These recent developments in the literature indicate that some concerns related to policy and curriculum, particularly those regarding resource allocation and equitable access to opportunities to learn languages (Baker, 2011), persist.

In short, the evidence regarding foreign languages shows that they are essential to global citizenship and taking part in economic life today. However, there remain gaps in educational practice that need further investigation in order to develop relevant and effective pedagogies and policies responding to the complexities of a globalised world.

METHODS

This study employs a mixed-methods approach, utilizing qualitative and quantitative data to examine the concepts surrounding foreign languages in society, globalization, and education. Database collection was primarily through surveys to students, teachers and professionals for statistical confirmation of attitudes, proficiency levels as well as envisaged advantages of foreign language capabilities; and through qualitative consultation with educators, policymakers, and cultural commentators for commentary on the higher level meaning of foreign language education and use. I targeted a wide-ranging sample covering an array of professions and across all age groups to ensure a wealth of experiences pertaining to the utility of language skills were understood within societal contexts.

Qualitative Study: Semi-Structured Interviews to Explore Use and Teaching of Foreign Languages More Personally Involved interviews addressed the benefits and barriers of multilingual contexts, moreover how foreign language competences can lead to intercultural competence and career development. The data from both the surveys and interviews were coded thematically, which allowed for patterns to emerge as they related to language use, social integration, and educational outcomes.

The mixed-methods design facilitates consideration of the extent to which foreign language skills exist quantitatively juxtaposed against their context-rich effect in these fields. Using this method, the research delivers an impeccable presentation regarding the role of foreign languages in providing a link in globalized societies and how they have been incorporated into education systems to prepare citizens for life in a globalized world.

DISCUSSION

The results of this research highlight the diverse function foreign languages play in promoting national unity, globalization, and quality education. If there is a common language, that language can facilitate integration within a society, offering opportunities for dialogue amongst those who speak different languages and expanding possibilities for cultural connectivity. With a higher mobility of the individual — both physically and virtually — multilingualism will increasingly play a crucial role in social cohesion and community formation. In the context of globalization, where foreign languages are not just tools but pathways to international trade, diplomacy, and shared innovation via seamless communication — without distinction — its scope is further amplified.

Commonplace in many educational settings, foreign language instruction is beginning to be seen as a critical component of preparing students for life and work in a globalized world. But it still lacks development in the teaching methods that incorporate linguistic skills, as well as cultural adaptability. This change requires a closer integration of intercultural competence into language education curricula, which might better equip our students to pursue their way through complex cultural interspaces. While progress has been made, challenges still remain,

particularly in support of equal access to quality foreign language programs and chief difficulties faced by educational bodies in meeting resource requirements.

The potential conclusions of the study argue that societies should ensure foreign language education is implemented for basic global competence and citizenship. Policymakers and educators need to come together like never before in the history of language education to ensure that any linguistic benefits also have a cultural counterpart, developing foreign language capabilities amongst all populations with careful attention paid to accessibility. These results highlight the opportunity that foreign languages can contribute towards, not only for a mode of communication but rather as a pillar in global collaboration and simply getting along.

RESULTS

These study findings emphasize that foreign languages are important for cross-cultural/ social communication and economic development in a globalized society. Using survey and interview data, researchers found that multilinguals are more culturally adaptable than monolinguals and — because they studied overseas both during their degrees and later in life for professional networking opportunities — were more mobile-as part of their human capital development process, demonstrating the role of multilingualism in personal and professional mobility. Results further indicate that foreign language teaching extensively influences students concept of globalisation and cultural mobility, providing them the tools to communicate, work and collaborate in heterogenous social orders.

Additionally, the research showed that those institutions which developed foreign language studies also promoted open-mindedness and global perspectives for students to think outside of their own country. Foreign language programs were identified as a potential strength of the system, but accessibility and consistency for these programs were seen as challenges, especially in resource-poor settings where language instruction is often weak with respect to fluency or cultural competence. Regarding globalization, participants acknowledged that knowledge of foreign languages was an asset in many fields such as international business, diplomacy, and tourism in which communication skills in more than one language appeared to be integral to competitive success.

The findings underscore a pressing need for reform of foreign language education, reform that develops both linguistic and intercultural competence in a direction intended for the demands of globalization. The results of this study lend confirmation to the belief that foreign language abilities are a fundamental component of self-transformation, social integration, and economic participation in an increasingly globalized world.

DISCUSSION

Results of this study demonstrate that foreign languages are important in the development of societies, education systems, and economies within globalization. Knowing a foreign language allows to overcome linguistic barriers and thus increases mutual understanding and cooperation in society, which is extremely important for social cohesion and integration in the midst of societies that are becoming more multicultural [6]. The globalizing world has increased the need for people who can communicate in multiple languages and get involved in

cross-border engagements, be it professionally or personally. This trend also shows that foreign language power is an interdisciplinary tool of survival for the contemporary social and economic networks which are now more familiar to everyone all over the world.

Foreign language learning has grown beyond basic linguistic ability to the promotion of intercultural competence and global awareness in educational contexts. But this paper demonstrates that, while there is progress in academic settings, the challenge of connecting language knowledge to production in ways that foster meaningful cross-linguistic communication still exists. All over the world, educational institutions grapple with making their language curricula responsive to the realities of communication outside their classrooms while balancing linguistic rigor with cultural relevance. The results imply that effective foreign language teaching must go beyond grammar and vocabulary, focusing increasingly on the practical use of language in situational context with varied cultures.

A growing number of studies in Chinese context have noticed the necessity for policy support to develop programs which improve SLA researchers to recruit more diverse populations who would gain from maintaining L2 use, L1 as well as language instructor training to integrate culture into classroom instruction. In conclusion, given that foreign languages are not only a mean to communicate but also promote empathy towards different cultures as well as global awareness and professional versatility in the steadily unraveling world, it is safe to say that the reason for bringing these ideas back into focus is strong enough by now to reinforce their importance in connection with society, globalization and education systems.

CONCLUSION

To sum up, Foreign Languages Are Important so they have become essential in globalized world which has started dictating how societies communicate. Through the analysis of these factors, this study emphasizes that knowledge of foreign languages is not a simple skill for communicating messages between people who belong to different cultures but also a means of exchanging culture, contributing to social participation and aid in professional mobility granted by an open-account global job market. With the gradual dissolution of national boundaries, language as a connector becomes increasingly important to allow for international cooperation and for cultivating diversity.

While educational systems are essential to nurture such linguistic know-how, there is still scope of achieving a flexible teaching strategy which also balances between the aspects of linguistic proficiency and cultural competence. The results indicated that incorporating intercultural competence and practical communication methods into language syllabuses would better equip students for becoming global citizens (Chun, 2024). While advantageous, challenges remain, including lack of resources and differing policy support contexts as well as the requirement for specialized training to ensure efficacious language teaching fits a specific situation.

This research has important implications for policymakers, educators, and society. Foreign language education is not just worthy for individual opportunities but and an investment in societal resilience in a connected world. As this article illustrates, future global society and education depends in good measure upon promoting language that transcend borders, words

that promote understanding and skills that reflect the complex frameworks of a globalized economy.

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