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SOCIAL STATUS OF THE ENGLISH LANGUAGE AT UNIVERSITIES IN UZBEKISTAN

Abstract: This article is about the materials based on CEFR requirements that are useful to teach the language to learners and effective for developing all skills. There also mentioned some particular objectives and aims, which provide a basis for organizing the teaching and learning process in CEFR.

Key words: Curriculum, imparting education, extensive, integrate, international language, motivation, culture enrichment, confidence, dispose progress.

Language: English

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Introduction

At present, the role and status of English are that it is the language of social context, political socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. With the spread and development of English around the world, English has been learned and used by more and more speakers. All over the world, English is recognized as the universal language of cultural, business and scientific education communications. Global integration and innovation processes affect various areas of the world economy. This factor, at the same time, highlights the relevance and importance of vocational education of English in a non-linguistic university [5, 1080].

Scientists define English as the language at the leading edge of scientific and technological development, new thinking in economy and management, recent literature and entertainment genre. Indeed, nowadays, learning the English language plays a significant role, especially in the globalization process, and the importance of learning the English language is becoming a more attractive theme day by day in Uzbekistan. It means cross-cultural relationships are developing in our country. Therefore, we should pay extensive attention to the young generation's learning of a foreign language to make tremendous progress in the future. The first President of the Republic of Uzbekistan mentioned: "To reach real scientific achievement, the door to a world should be wide open. To be fully aware of these achievements is extremely important. That's why it is important to master foreign languages" [1]. That is because we live in the world of global collaboration and cooperation, changing as rapidly as it has ever had before. We make progress owing to our knowledge and experience, sharing ideas with people from different countries, analyzing and, if necessary, adapting their way of studying, teaching and working. Moreover, it is now widely accepted that teaching and learning English cannot be reduced to directly teaching language skills such as phonology, morphology, vocabulary, and syntax. Modern models of communicative competence show that language learning is much more than that, and they include a vital component of cultural knowledge and awareness [7, 15]. In the context of English as a foreign (second) language, where students live and are immersed in the culture of native English speakers, this may be a satisfactory approach. In the classroom, students usually speak the same language, and they learn English while living in their own country. [8, 14]

Indeed, to do all these, we need to know foreign languages. According to many linguists, "... a language can be understood only when you understand more than a language" [6, p. 134]. Thus, we need all ways of possibility to come into the world society and be abreast of events. On this occasion, English comes to the scene as a golden key to integrating the modem society as the means of international and intercultural communication. English has become an international language and has already obtained the status of "lingua franca", or simply saying the standard language of global relationships, so all people should know it. Our current and future specialists must be effective and knowledgeable communicators. The further improvement of teaching foreign languages, especially English, is the need which was promulgated in the Decree of the President of the Republic of Uzbekistan on December 10, 2012. The challenge is to harness the existing system of teaching foreign languages taking into account the latest innovations in education, to make the specialists competent and confident in their fields in passing and receiving information in writing, speaking, listening, and so on in a multicultural society. Nowadays, the legislation emphasizes the importance of English language proficiency concerning all spheres of life.

As an international language, it is used to communicate between, people often none of whom is a native user of the language. Thus, any teaching English must include data on the forms and strategies used by practicing people - non-native speakers of English. When English is studied as a foreign language in an artificial bilingual environment, the problem of the English syllabus and teaching principles will always be of great importance. Of course, much depends on how we learn the language and how a teacher teaches us.

Notably, as an independent country, Uzbekistan needs to make use of this worldwide spoken language in order to prove its global power. Consequently, English should be the medium of instruction at universities in Uzbekistan for the following three reasons:
- finding a high-quality job:
- communicating with the international world:
- accessing scientific sources in the major fields of activity.

We can mention the following authors who made a great contribution to the investigation of this problem in Uzbekistan like J.J. Jalolov, G.T. Makhkamova, [9] L.T. Akhmedova [10] and others in Uzbekistan.

The first reason why English should be the medium of instruction at universities in Uzbekistan is that it helps students find high-quality jobs. In business life, the most important common language is obviously English. In addition to this, especially, high-quality jobs need good understanding abilities and speaking skills of English. Therefore, companies can be easily open to other countries, and these companies generally employ graduates whose English is fluent and orderly. For example, a student, who has graduated from *a* university which takes English as the primary language, will find a better or more high-quality job than other students who don't know English adequately. In other words, a student who knows English is able to be more efficient in his job because he can use the information from foreign sources and websites.

He can prepare his assignments and tasks with the help of this information. Absolutely all of this depends on knowledge of English; as a result, new graduates have to know English in order to get a high-quality job, and the others, who don't know English, may have lack of communication and be paid less money [3, 117].

The second and the most important reason for English to be the medium of instruction in Uzbekistan's higher educational system is that it enables students to communicate with the international world. These days, in our opinion, the most important thing for both university students and graduates is to follow the technology development. For this reason, they have to learn a common language. Certainly, they should not lose their interest in communication with the world. However, some university students can't obtain an English education at their university. Unfortunately, these people may lose their communication with worldwide subjects and topics. In short, they will not communicate with foreign people.

The independent Republic of Uzbekistan has started to give great attention to the development of the educational system of the youth. After getting independence, especially spiritual knowledge of the youth and the sense of the feeling respect toward our nation, its traditions, customs and literature are developed. Definitely, it won't be easy to be one of the best-developed countries without being aware of the great spiritual heritage of our ancestors. Thus, our president has claimed that it is the main point to enrich the youth's pride toward our nation and stated: "Uzbekistan has four main bases to achieve development" These bases are as follows:
• to have loyalty toward national traditions;
• to strengthen and to develop spiritual heritage of our nation;
• to show its opportunities independently;

In addition, "developing and strengthening the spiritual knowledge is the most important task" [2, 56]. Nowadays, one of the best ways to spread the honor of our nation around the world is to know the language perfectly well.

Nowadays, the language learning process is becoming easier with the help of useful methods and language programmers equipped with modem technologies. One of the helpful language approaches

is CEFR which is widely used around Europe. This framework has recently entered the Uzbek educational system, and it shows promising results in the language learning process. CEFR gives a variety of descriptors that can be appropriate for all learners who have different aims in learning a language, such as a language for getting a job, getting information, and education. According to their knowledge, learners are assessed by point A1 minimum, and the maximum point is C2. Learners have chances to develop their four skills: reading, speaking, listening, and writing. Moreover, this approach includes the following process of learning:

Strategies _____
Processes _____ Task
Knowledge _____

Reading skills help to make it easier to comprehend any text. Listening requirements make students understand all levelled listening tracks. After learning the strategies, learners feel that they are in the process of using the strategy in practice. They improve their reading comprehension, understanding, listening, writing essays, and speaking fluently. The process gives knowledge to language learners after practicing a lot.

In CEFR there are special objectives which provide a basis of organizing teaching and learning process. They are the following:

1) Language objectives:
- vocabulary learning for specific topic, areas
- to find different opinion and fact in articles.
2) Language-learning objectives:
- to identify meaning of a new word in texts.
3) Non - language objectives:
- motivation, culture enrichment, confidence.
4) Process objectives:
- research, reflection, discussion, interpretation.

All objectives make learners work individually and actively in doing their tasks. They are always busy with their project work; feel they are in English spoken zone. During the discussion of all the topics learners can give the ideas what they think about given issues. CEFR tasks are far from making the learners do boring passive exercises which are busy only with translation. As an example, reading and writing skills are given in teaching process.

In the writing lesson, a teacher asks students to take a piece of paper and take notes of a teacher's lecture. The teacher begins (to look through students' note-taking and then starts to explain the ways of note-taking, 'a teacher asks students to take notes by listening to a real lecture by a professor from the tapescript. The teacher assigns the following home tasks:

a) to listen to the lecture and write the note.

b) to write summary of every note which they listened. This task given by the teacher helps students organize note-taking and write what they understood in their own words. All students are evaluated individually according to their organization of summary. Dealing with this task, learners produce their own work relying on their knowledge.

According to CEFR requirements teaching students to read and understand English brochures and newspaper articles increases their ability to analyze all text information. The task has the following learning outcomes:

• to distinguish the type of the text;

• to develop an ability to analyze the information of the text;

• to give different text types [4, 93].

The portfolio gives a structured way of motivating learners to show their language learning, set targets, dispose progress and organize their skills. They are a helpful aid to improve independence and abilities for oneself - directed learning, so they are useful in language study. Whether or not teachers choose to adopt the formal structure of the portfolio, they should think about how to motivate learners to improve the skills and attitudes toward language learning that the ELP promotes. This includes strengthening their assessment of their own or their friends' work. It's a helpful learning skill.

All in all, we can say any task and material based on CEFR requirements are beneficial to teaching the language to learners and effective for developing all skills.

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