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**“THE ESLAND EFL IN THE WORLD TODAY”**

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**ABSTRACT**

*Today we live in a fast and growing competitive world wherein proficiency, excellence and empowerment through education are the utmost requirement. Teaching must include two major components sending and receiving information. The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. Moreover, opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals.*

**KEYWORDS:** *Mass-Media, Appropriate, Methodology, Objectives, Environments, Encourage, Discuss, Communication, Technology, Knowledge, Skills, Globalization, Educational.*

**INTRODUCTION**

We have adopted an eclectic approach, recognizing that the teaching of English must be principled without being dogmatic and systematic without being inflexible. We have tried to show how the underlying principles of successful foreign language teaching can provide teachers

in a wide range of EFL situations with a basic level of competence which can be a springboard for their subsequent professional development. Indeed more than 70 per cent of the world's radio programmes are broadcast in English and it is also the language of 70 per cent of the world's mail. From its position 400 years ago as a dialect, little known beyond the southern counties of England, English has grown to its present status as the major world language. English became the common means of communication.

The demand for an appropriate teaching methodology is therefore as strong as ever This paper deals with the traditional and innovative methods and approaches of teaching which are critically examined, evaluated and some modifications in the delivery of knowledge is suggested.

### MAIN PART

English, as a world language, is taught among different nations' schools, but there is no regional of English which embodies like Uzbek, Kazak or Tajik cultural identity. The choice of variety is partly influenced by the availability of teachers, partly by geographical location and political influence. Students' in Tashkent and the Samarkand tend to learn American English. Europeans tend to learn British English, whilst in Papua New Guinea Australian English is the target variety. The distinctions between English as a second language (ESL) and English as a Foreign Language (EFL) are, however, not as clear cut as the above may suggest. The decreasing role of English in India and Sri Lanka has, of recent years, made for a shift of emphasis to change a long established second language situation to something nearer to a foreign language situation. Elsewhere, political decisions are changing former foreign language situations. Official policies in, for example, Sweden and Holland are aiming towards a bilingual position where all educated people have a good command of English, which is rapidly becoming an alternate language with Swedish and Dutch—a position much closer to ESL on the EFL/ESL continuum. It may be seen, then, that the role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable. But the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual. The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago. The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be. This remains true for learners in extreme foreign language situations: few Japanese learners, for example, need even a passive knowledge of emotive English. But Danish, German and Dutch learners, in considerably greater contact with native speakers, and with English radio, television and the press, are more likely to need at least a passive command of that area of English which expresses emotions. In those second language situations where most educated speakers are bilingual, having command of both English and the mother tongue, the functions of English become even less clearly defined. Many educated Maltese, for example, fluent in both English and Maltese, will often switch from one language to the other in mid-conversation, rather as many Welsh speakers do. Usually, however, they will select Maltese for the most intimate uses of language: saying their prayers, quarrelling or exchanging confidences with a close friend. Such a situation throws up the useful distinction between public and private language. Where a common mother tongue is available, as in Malta,

English tends not to be used for the most private purposes, and the speaker's emotional life is expressed and developed largely through the mother tongue.

Socio-linguistic research in the past few years has made educators more conscious of language functions and therefore has clarified one level of language teaching goals with greater precision. The recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP—English for Special or Specific Purposes Hence the proliferation of courses and materials designed to teach English for science, medicine, agriculture, engineering, tourism and the like. Similarly the teaching of history is all about us in relationship to other people in other times: now in relation to then. This achievement of perspective, this breaking of parochial boundaries, and the relating to other people, places, things and events is no less applicable to foreign language teaching. By learning a foreign language we see our own in perspective, we recognize that there are other ways of saying things, other ways of thinking, other patterns of emphasis: the Uzbek child finds that the Uzbek word “**mehr-shavqat**” may be the equivalent of love according to context, there is no single equivalent to the world. Inextricably bound with a language—and for English, with each world variety—are the cultural patterns of its speech community.

## CONCLUSION

English, by its composition, embodies certain ways of thinking about time, space and quantity; embodies attitudes towards animals, sport, the sea, relations between the sexes; embodies a generalized English speakers' world view. By operating in a foreign language, then, we face the world from a slightly different standpoint and structure it in slightly different conceptual patterns. Some of the educational effects of foreign language learning are achieved—subconsciously—in the first months of study, though obviously a ‘feel’ for the new language, together with the subtle impacts on the learner's perceptual, aesthetic and affective development, is a function of the growing experience of its written and spoken forms. But at the motivational levels of which most learners are conscious there are compelling reasons for selecting a language which is either that of a neighbouring nation, or one of international stature. It is hardly surprising, then, that more teaching hours are devoted to English in the classrooms of the world than to any other subject of the curriculum.

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