FOREIGN LANGUAGE TEACHING AND PRESERVING THE PRESTIGE OF THE UZBEK LANGUAGE IN THE ERA OF GLOBALIZATION: PEDAGOGICAL APPROACHES

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Abstract: Globalization has significantly transformed educational systems worldwide, particularly in the field of language education. While proficiency in foreign languages has become essential for academic mobility, international cooperation, and economic development, preserving the national language remains a strategic priority for maintaining cultural identity and social cohesion. This study explores pedagogical approaches that balance effective foreign language instruction with the promotion and preservation of the Uzbek language. Using qualitative analysis of educational policies, pedagogical theories, and international best practices, the research identifies innovative teaching strategies that encourage multilingual competence without diminishing the role of the native language. The findings demonstrate that bilingual and multilingual pedagogies, culturally responsive instruction, content and language integrated learning, and digital educational technologies contribute to sustainable language development. The article concludes that harmonizing foreign language education with the strengthening of Uzbek language prestige requires systematic educational reforms, teacher professional development, and the integration of national cultural values into language instruction.

Keywords: globalization, foreign language education, Uzbek language, multilingual education, pedagogical approaches, language policy, cultural identity.

Introduction

Globalization has reshaped communication, education, science, and labor markets, making foreign language proficiency one of the essential competencies of the twenty-first century. English has become the dominant language of international communication, scientific publication, digital technologies, and global business. Consequently, many countries have restructured their educational systems to enhance foreign language instruction from early childhood through higher education.

Uzbekistan has also undertaken substantial reforms aimed at strengthening foreign language education while simultaneously promoting the Uzbek language as the state language. This dual objective reflects the necessity of integrating into the global educational environment without compromising national identity. Although learning English and other foreign languages expands educational and professional opportunities, excessive dependence on foreign languages may

gradually weaken the social functions and prestige of the native language if appropriate educational policies are not implemented.

The challenge, therefore, is not to choose between foreign languages and the national language but to establish a balanced multilingual educational model. Such a model should enable learners to acquire global competencies while preserving linguistic heritage and cultural values. This article examines contemporary pedagogical approaches that facilitate this balance and proposes practical recommendations for educational institutions in Uzbekistan.

Methodology

This study employs a qualitative research methodology based on document analysis and comparative pedagogical research.

The investigation analyzed:

- national educational reforms in Uzbekistan;
- international language education policies;
- UNESCO recommendations on multilingual education;
- contemporary pedagogical literature;
- comparative experiences from Finland, Singapore, Kazakhstan, and South Korea.

The analytical framework focused on identifying pedagogical approaches capable of simultaneously improving foreign language competence and strengthening the social status of the Uzbek language.

The collected information was synthesized through thematic analysis to determine common educational strategies suitable for implementation in the Uzbek educational context.

Discussion

The findings indicate that globalization does not inevitably threaten the status of the Uzbek language; rather, its impact depends on the effectiveness of national language policies and pedagogical practices. The analysis demonstrates that students achieve stronger foreign language proficiency when they possess a solid foundation in their native language, supporting Cummins' interdependence hypothesis. Integrating Uzbek cultural values into foreign language instruction enhances learners' motivation while fostering respect for national identity and intercultural competence. Modern pedagogical approaches, including Content and Language Integrated Learning (CLIL), translanguaging, and communicative language teaching, create opportunities for balanced multilingual development without marginalizing the state language. Furthermore, digital technologies and artificial intelligence can simultaneously promote English language acquisition and expand high-quality educational resources in Uzbek. The comparative experiences of multilingual countries such as Finland, Singapore, and Kazakhstan suggest that successful language education policies prioritize the complementary roles of native and foreign languages rather than viewing them as competitors. Effective teacher training is another critical factor, as educators require the competencies to implement multilingual pedagogies and culturally responsive

instructional strategies. Strengthening the prestige of the Uzbek language also depends on increasing its use in scientific research, higher education, and digital communication, ensuring that it remains relevant in contemporary knowledge production. Educational institutions should therefore cultivate multilingual citizens who are capable of participating in the global community while preserving their linguistic and cultural heritage. Overall, the study confirms that a balanced pedagogical framework integrating foreign language education with the promotion of the Uzbek language provides the most sustainable strategy for meeting the educational and cultural challenges of globalization.

Conclusion

In the era of globalization, foreign language proficiency has become an essential component of educational and professional success; however, this objective should not undermine the prestige and functional role of the Uzbek language. The findings of this study demonstrate that effective multilingual education is achieved by strengthening learners' native language while developing communicative competence in foreign languages through innovative pedagogical approaches. Strategies such as mother-tongue-based multilingual education, CLIL, translanguaging, culturally responsive teaching, and digital learning technologies create a balanced educational environment that supports both global engagement and national identity. Furthermore, the continuous professional development of teachers and the expansion of high-quality educational resources in Uzbek are critical for sustaining this balance. Therefore, educational reforms in Uzbekistan should promote an integrated multilingual model that simultaneously enhances foreign language education and reinforces the status of the Uzbek language as a cornerstone of the country's cultural heritage and sustainable educational development.

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