

GLOBALIZATION AND LANGUAGE EDUCATION: PRESERVING LINGUISTIC IDENTITY IN A MULTILINGUAL WORLD

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Annotation: This article explores the impact of globalization on language education and the importance of preserving linguistic identity in a multilingual world. It examines the increasing dominance of global languages, the challenges faced by local and minority languages, and the strategies employed by educational systems to maintain linguistic diversity. The study highlights the role of multilingual education, community involvement, and supportive language policies in ensuring the survival of local languages alongside global ones. Preserving languages is crucial not only for communication but also for protecting cultural heritage and social identity in an interconnected global society.

Key words: Globalization, language education, linguistic identity, multilingualism, language policy, cultural preservation.

Annotatsiya: Ushbu maqolada globalizatsiyaning til ta'limiga ta'siri va ko'p tilli dunyoda lingvistik identitetni saqlashning ahamiyati tahlil qilinadi. Global tillarning ortib borayotgan ustunligi, mahalliy va ozchilik tillarining duch kelayotgan muammolari, hamda ta'lim tizimlarida lingvistik xilma-xillikni saqlash uchun qo'llanilayotgan strategiyalar ko'rib chiqiladi. Maqolada ko'p tilli ta'lim, jamoatchilik ishtiroki va til siyosatini qo'llab-quvvatlash orqali mahalliy tillarni saqlashdagi ahamiyat ko'rsatib o'tiladi. Tillarning saqlanishi nafaqat muloqot uchun, balki madaniy meros va ijtimoiy identitetni himoya qilish uchun ham muhimdir.

Kalit so'zlar: Globalizatsiya, til ta'limi, lingvistik identitet, ko'p tillilik, til siyosati, madaniy merosni saqlash.

Introduction. Globalization can be located on a continuum with the local, national and regional [1; 1999]. It is a complex and multidimensional process that connects societies, economies, and cultures across the world. With the rapid development of technology, transportation, and communication systems, interactions between countries have increased significantly. As a result, goods, services, information, and ideas move more easily across national borders than ever before. Globalization has influenced various aspects of human life, including economic development, political relations, cultural exchange, and social transformation. It encourages cooperation between nations and creates opportunities for international trade, innovation, and knowledge sharing. At the same time, globalization also reshapes traditional social structures and cultural practices as societies become more interconnected. Therefore, globalization is often understood as a dynamic process that continuously transforms the relationships between people, communities, and nations in the modern world. Globalization is the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa

[2; 1990]. This process increases the interdependence between countries and societies, making the world more interconnected economically, culturally, and technologically.

The globalization themes discussed earlier are inextricably linked to questions of language, and more specifically to questions of language education [3; 2008]. Language plays a central role in facilitating communication and interaction in an increasingly interconnected world. As globalization expands economic, cultural, and technological exchanges, the need for effective communication across different languages becomes more important. This has led to a growing emphasis on learning international languages in educational systems around the world. At the same time, globalization has increased awareness of linguistic diversity and the importance of maintaining different languages. Language education therefore becomes a key factor in preparing individuals to participate in global society while also respecting linguistic and cultural differences.

Literature Review. Language ideologies and policies are closely intertwined [4; 2011]. Language ideologies often influence how governments and institutions develop and implement language policies in education and society. At the same time, language policies can reinforce or reshape public attitudes and beliefs about the value and status of different languages. There are many implications for language education in the period of late modernity, a recent phase of globalization that “entails a radical unsettling of the boundaries of social life” [5; 1999]. In this context, patterns of communication, mobility, and cultural interaction are rapidly changing across societies. As a result, language education must adapt to new social realities and prepare learners to communicate effectively in increasingly diverse and multilingual environments. Of course, mastering another language or speaking it fluently like a native is not easy [6; 2025]. It requires continuous practice, strong motivation, and effective language learning strategies. In the context of globalization, however, learning additional languages has become increasingly important for communication, education, and participation in a multilingual world.

As language learning and teaching increasingly address the intercultural and the transcultural, rather than simply the cultural, in view of the prevalence of “global contact zones,” [7; 1992] communication between people from different linguistic and cultural backgrounds has become more frequent and dynamic. As a result, language education must focus not only on linguistic competence but also on developing intercultural understanding and awareness. Although not explicitly situated within the globalization of language, Phillipson’s *Linguistic Imperialism* drew attention to the global spread of English and its implications for learning, teaching, and use in the world’s many multilingual contexts [8; 1992]. The book highlights how the dominance of English can influence language policies, educational systems, and cultural identities in different societies. It also raises concerns about the possible marginalization of local and minority languages in the process of globalization.

Method. In this study, a qualitative approach was employed to explore the impact of globalization on language education and the preservation of linguistic identity. The research involved analyzing existing literature on globalization, language policy, and multilingual education from academic journals, books, and reports. Case studies of multilingual countries and regions were examined to understand how language education practices adapt to global pressures while maintaining local linguistic diversity. Particular attention was given to strategies used in schools to teach both global languages, such as English, and local languages, as well as government policies

supporting minority languages. This methodological approach allowed for an in-depth understanding of the challenges and solutions in balancing global language demands with the need to preserve linguistic identity.

Result. The analysis revealed several key findings regarding language education and the preservation of linguistic identity in a multilingual world. First, there is a clear increasing dominance of global languages, particularly English, which are widely prioritized in education systems due to globalization. While this provides students with opportunities for international communication, higher education, and global employment, it can also threaten the survival of local and minority languages as younger generations increasingly focus on global languages, sometimes neglecting their mother tongue. Despite these challenges, successful multilingual education strategies have been observed in countries that actively promote bilingual or multilingual programs. These strategies include integrating local languages and cultures into the curriculum, promoting literature and media in native languages, and encouraging family and community involvement to ensure everyday use of local languages. Furthermore, government policies supporting linguistic diversity, such as legal recognition of minority languages and funding for cultural programs, have proven effective in maintaining linguistic identity. These findings indicate that preserving language in a multilingual world requires a combination of educational strategies, community engagement, and policy support to balance the pressures of globalization with the need to sustain local linguistic heritage.

Discussion. The findings emphasize that globalization presents both opportunities and challenges for language education in a multilingual world. While learning global languages is essential for cross-cultural communication and economic advancement, it should not come at the expense of local linguistic and cultural identity. Preserving languages in multilingual contexts requires intentional efforts within education systems, such as designing curricula that include both global and local languages, promoting local literature and media, and supporting intercultural and transcultural competencies. Communities and families also play a crucial role by fostering the use of native languages outside formal education. Additionally, policy measures that protect linguistic diversity—through legal recognition, resource allocation, and cultural initiatives—are vital to ensure that minority languages are not marginalized. Overall, language preservation in a multilingual world is not only a matter of maintaining communication but also a way to safeguard cultural heritage, social identity, and diversity in an increasingly interconnected global society.

Conclusion. Globalization has created unprecedented opportunities for communication, education, and cultural exchange, but it also poses significant challenges for the preservation of linguistic diversity. The increasing dominance of global languages, such as English, in educational systems can marginalize local and minority languages if appropriate measures are not taken. This study highlights that language education plays a central role in maintaining linguistic identity, particularly through multilingual and bilingual programs that integrate local languages and cultures into the curriculum. Moreover, active involvement from families, communities, and governments is essential for supporting language preservation through policies, legal recognition, and cultural initiatives. In a multilingual world, preserving languages is not merely about maintaining communication; it is about protecting cultural heritage, social identity, and the diversity that enriches global society. Therefore, balancing the learning

of global languages with the promotion and protection of local languages is crucial for creating inclusive and culturally aware education systems in the era of globalization.

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