



THE ROLE OF ENGLISH IN MODERN EDUCATION PROCESS

Egamqulova Zuxra Baxodir qizi

Samarqand davlat Chet tillari instituti 2-kurs talabasi Tel +998940368305 Email :

egamqulovazuxra5@gmail.com

Egamqulova Fotima Baxodir qizi

Samarqand davlat Chet tillari instituti 2-kurs talabasi Tel +998942207905 Email:

fotimaegamqulova0@gmail.com

Abstract: *this article examines the importance of modern pedagogical approaches in teaching english and their effectiveness in strengthening language skills in children's minds. Contemporary methods emphasize interactive learning, technology integration, and contextual understanding. Ultimately, the integration of these innovative teaching strategies not only enhances linguistic abilities but also prepares children for real-world communication, making English a vital and enduring part of their educational journey.*

Key words: *modern pedagogy, english language teaching, child learning, contemporary strategies , language acquisition , communicative language teaching, task-based learning.*

English has been generally recognized as one of the most extensively used and preferred languages in the context of cultural globalisation. In recent years, the implementation of English as a medium of instruction has become more prominent in the educational systems worldwide, as observed across various countries, including those where English is considered a second language . This trend is particularly noticeable in developing nations such as Indonesia and the Philippines, where educational institutions and policymakers have taken proactive measures to integrate English into the curriculum across different academic levels. Its adoption as a medium of instruction is driven by the belief that language proficiency equips learners with skills that are highly valued in the global job market as an effort to improve socio-economic mobility and international competitiveness . In fact, a survey conducted among United Nations members revealed that most of its samples expressed approval for adopting English as the language used in their embassies .

There are two interacting sources of influence that shape the field of language teaching, which have accounted for its recent history and which will no doubt determine the direction it takes in years to come. One comes from outside the profession and reflects the changing status of English in the world. Increasingly, essential features of contemporary societies are an English-proficient workforce in many key sectors of the economy as well as the ability of people from all walks of life to access the educational, technical, and knowledge resources that proficiency in English makes available. Consequently, in recent years there has been a dramatic change in the scope of English language teaching worldwide and, as a result, growing demands on those charged with providing an adequate response to the impact of the global spread of English. There is increasing demand worldwide for language



programs that deliver the foreign language skills and competencies needed by today's global citizens and a demand from governments for more effective approaches to the preparation of language teachers. At the same time, there has often been a perception that language teaching policies and practices are not providing an adequate response to the problem. Hence, the regular review of language teaching policies, curriculum, and approaches to both teaching and assessment that has been a feature of the field of language teaching for many years. Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies.

Introducing Applied Linguistics provides in-depth coverage of key areas in the subject, as well as introducing the essential study skills needed for academic success in the field.

Introducing Applied Linguistics:

- is organised into two Sections: the first introducing Key Concepts in Applied Linguistics; and the second devoted to the Study Skills students need to succeed.
- features specially commissioned chapters from key authorities who address core areas of Applied Linguistics, including both traditional and more cutting edge topics, such as: grammar, vocabulary, language in the media, forensic linguistics, and much more.
- contains a study skills section offering guidance on a range of skills, such as: how to structure and organise an essay, the conventions of referencing, how to design research projects, plus many more.

Including, the English language has a great place in the modern world. It is a helper in the development of children's minds and their learning. Therefore, it is important to promote the English language widely. Every teacher, every student should know English and have modern knowledge.

The importance of the English language should be instilled in the minds of children. It should be explained that in the future, every field will have direct contact with the English language. By learning English, they get enough information about linguistics and modern knowledge. Learning English at any age helps to develop a person's mind and broaden their worldview.

In the course of modern education, separate English language textbooks and magazines are being published for children, and all these are measures aimed at improving the quality of education. It is necessary to popularize the concept of modern English for future generations. All opportunities are aimed at developing children's minds. This is the task of teachers. For children in developing countries, English is essential for their foundation.

In conclusion, the basis of modern education is focused on the English language and its contribution to the development of children's minds.



LIST OF USED LITERATURE:

1. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education Limited.
2. Cook, V. (2016). *Introducing Applied Linguistics*. Routledge.
3. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
4. Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
5. Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle.
6. Lightbown, P. M., & Spada, N. (2013). *How Languages Are Learned*. Oxford University Press.
7. *Syllabus Design*. (2010). Cambridge University Press.
8. Gee, J. P. (2014). *How to Do Discourse Analysis: A Toolkit*. Routledge.
9. Swain, M. (2000). The Output Hypothesis and Beyond: Mediating Acquisition through Collaborative Dialogue. In P. L. Robinson (Ed.), *Cognition and Second Language Instruction* (pp. 97-114). Cambridge University Press.
10. Li, S. (2017). Teaching and Learning English through Technology: A Review. *Journal of Language Teaching and Research*.