

**FUNCTIONAL EXPANSION OF THE ENGLISH LANGUAGE IN THE
EDUCATION SYSTEM UNDER GLOBALIZATION CONDITIONS AND
LINGUOCULTUROLOGICAL CHANGES**

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Annotation: This article examines the functional expansion of the English language within the education system under conditions of globalization, as well as the associated linguocultural transformations from a theoretical and analytical perspective. The study explores the ongoing shift in the status of English from a foreign language subject to a key instrument for the development of academic, professional, and digital competencies in contemporary educational contexts. Particular attention is given to the role of English in international scientific communication, academic mobility, and the integration of digital educational environments. The research is based on comparative analysis, content analysis, and a systemic approach, enabling the synthesis of both foreign and local scholarly perspectives and the identification of transformations in the institutional status of English within education systems. The findings demonstrate that, in the context of globalization, the English language functions not only as a medium of communication but also as a strategic resource for intercultural integration and the formation of global competencies.

Keywords: English language, globalization, education system, linguoculturology, functional expansion, intercultural competence, digital education, academic mobility, communicative approach, language policy.

Annotatsiya: Mazkur maqolada globallashuv sharoitida ingliz tilining ta'lim tizimidagi funksional kengayishi hamda u bilan bog'liq lingvokulturologik o'zgarishlar ilmiy-nazariy jihatdan tahlil qilingan. Tadqiqotda ingliz tilining zamonaviy ta'lim makonida xorijiy til maqomidan chiqib, akademik, kasbiy va raqamli kompetensiyalarni shakllantiruvchi asosiy vositaga aylanish jarayoni yoritilgan. Shuningdek, ingliz tilining xalqaro ilmiy kommunikatsiya, ta'lim mobilligi va raqamli ta'lim platformalaridagi funksional ahamiyati ochib berilgan. Maqolada qiyosiy-tahliliy, kontent-tahlil va tizimli yondashuv metodlari asosida xorijiy va mahalliy ilmiy qarashlar umumlashtirilgan hamda ingliz tilining ta'limdagi institutsional maqomidagi o'zgarishlar aniqlangan. Tadqiqot natijalari ingliz tilining globallashuv jarayonida nafaqat kommunikativ vosita, balki madaniyatlararo integratsiya va global kompetensiyalarni shakllantiruvchi omil sifatida ham muhim ahamiyat kasb etishini ko'rsatadi.

Kalit so'zlar: ingliz tili, globallashuv, ta'lim tizimi, lingvokulturologiya, funksional kengayish, interkultural kompetensiya, raqamli ta'lim, akademik mobillik, kommunikativ yondashuv, til siyosati.

Аннотация: В данной статье рассматривается функциональное расширение английского языка в системе образования в условиях глобализации, а также связанные с этим лингвокультурологические трансформации с теоретико-аналитических позиций. Исследование направлено на изучение процесса трансформации статуса английского языка из учебного предмета иностранного языка в ключевой инструмент формирования академических, профессиональных и цифровых компетенций в современном образовательном пространстве. Особое внимание уделяется роли английского языка в международной научной коммуникации, академической мобильности и интеграции цифровой образовательной среды. Методологическую основу исследования составляют сравнительный анализ, контент-анализ и системный подход, что позволило обобщить отечественные и зарубежные научные взгляды и выявить изменения институционального статуса английского языка в системе образования. Результаты исследования показывают, что в условиях глобализации английский язык функционирует не только как средство коммуникации, но и как стратегический ресурс межкультурной интеграции и формирования глобальных компетенций.

Ключевые слова: английский язык, глобализация, система образования, лингвокультурология, функциональное расширение, межкультурная компетенция, цифровое образование, академическая мобильность, коммуникативный подход, языковая политика.

INTRODUCTION

Processes of globalization are profoundly influencing the social, economic, and cultural systems of modern society, simultaneously bringing about fundamental qualitative transformations within education systems. In particular, the functional scope of linguistic phenomena is expanding, and the English language is increasingly evolving not merely as a foreign language, but as a primary medium of international scientific communication, digital technologies, academic exchange, and global professional activity. This development necessitates a reconceptualization of its status within the educational process—from a simple academic subject to a multifunctional communicative and cognitive system.

In the Republic of Uzbekistan, the modernization of the education system, its integration into international standards, and the improvement of foreign language teaching quality have been defined as priority directions of state policy. In recent years, adopted regulatory and legal documents, in particular Presidential Decree No. PQ-239 of the Republic of Uzbekistan (2024), have elevated the system of foreign language learning to a new stage, further strengthening the institutional status of the English language within the education system. These documents provide for the enhancement of foreign language competency requirements in educational institutions, the introduction of certification systems, and the improvement of teaching methodologies based on communicative approaches [1].

As a result of these reforms, the functional expansion of the English language within the education system is manifested in two main directions: first, it is increasingly becoming a criterion for academic and professional selection; second, it is strengthening its role as a key tool for fostering intercultural communication and global competencies in the learning process. At the

same time, the widespread use of English is also generating linguoculturological changes, accelerating processes of cultural code transmission, cognitive model exchange, and value system interaction through language.

From this perspective, the scientific analysis of the functional expansion of the English language in education under conditions of globalization, as well as the associated linguoculturological transformations, represents one of the most relevant directions in modern linguistics and educational methodology.

LITERATURE REVIEW

In the context of globalization, the role of the English language in international communication, science, and education has been extensively investigated by both international and local scholars. These studies examine the global status of English, its impact on educational systems, and the interrelationship between language and culture from theoretical and applied perspectives.

A foundational contribution to this field is David Crystal's English as a Global Language (2009), in which the author demonstrates that the global dominance of English is rooted in historical, economic, and political processes. Crystal argues that English has become a principal medium of international scientific communication, business, diplomacy, and education. He further emphasizes that its worldwide diffusion has significantly expanded its functional scope, resulting in its establishment as a core subject within national education systems [2].

The connection between language and culture is systematically addressed in Michael Byram's model of intercultural communicative competence. Byram argues that foreign language education should extend beyond linguistic competence and include the development of learners' ability to engage appropriately and effectively with other cultures. This framework provides a key theoretical basis for understanding the linguocultural dimension of English language instruction [3].

Critical approaches to the global spread of English are also widely represented in the literature. Robert Phillipson, in Linguistic Imperialism, argues that the expansion of English may contribute to the marginalization of local languages and cultural identities in certain sociolinguistic contexts. He analyzes the implications of English dominance within language policy and educational systems. This perspective highlights the necessity of evaluating both the functional expansion of English and its broader sociocultural consequences [4].

Recent studies have further examined the role of English in contemporary education in relation to technological development and digital transformation. In Towards Linguistically-informed Representations for English as a Second or Foreign Language: Review, Construction and Application, Wenxi Li, Xihao Wang, and Weiwei Sun analyze current approaches to English language teaching. They argue that English is increasingly functioning not only as a communicative tool but also as a dynamic linguistic system undergoing continuous development [5].

Among local studies, the research by Diliya Hasanova and Nargiza Vokhidova, English in Uzbekistan: Language Ideologies and Teaching Practices, provides a detailed analysis of the role of English in Uzbekistan within the context of ongoing educational reforms. The authors

demonstrate that English is increasingly perceived as a strategic educational resource, while teaching practices are being restructured in accordance with global standards and requirements [6].

In addition, research conducted in Uzbekistan on foreign language education emphasizes the importance of English in improving educational quality, enhancing international competitiveness, and supporting academic mobility. These studies particularly highlight communicative teaching methodologies, the integration of digital technologies, and the development of intercultural competence in language education.

Overall, the literature indicates that international research primarily focuses on the global functions of English and its cultural implications, whereas studies conducted in Uzbekistan are mainly concerned with educational reforms and teaching effectiveness. However, comprehensive research on the functional expansion of English in education under globalization, along with its linguocultural transformations, remains limited and requires further scholarly attention.

RESEARCH METHODOLOGY

In this study, the functional expansion of the English language in the education system under conditions of globalization, as well as its linguocultural transformations, were examined through a complex scientific approach. The methodological framework of the research is based on modern concepts of linguistics, linguoculturology, sociolinguistics, and educational theory.

During the research process, methods of analysis and synthesis were employed to generalize scientific literature addressing the role of English as a global means of communication, its impact on the education system, and its functions in intercultural communication. These methods made it possible to systematize diverse scholarly perspectives and develop coherent theoretical conclusions on the topic.

Using the comparative-analytical method, the views of foreign and local researchers regarding the role of the English language in education, its socio-cultural impact, and development trends were compared. This approach contributed to identifying both common and distinctive features between global and national experiences.

Through content analysis, normative-legal documents related to foreign language development, academic articles, and conceptual sources were examined. The results of the analysis revealed the priority directions of English language policy in education, changes in its functional status, and its influence on linguocultural processes.

Furthermore, a systems approach was applied to evaluate the interrelated functions of the English language in education, culture, and communication as an integrated system. This approach provided a scientific basis for demonstrating that, in the modern educational space, English functions not only as a medium of instruction but also as a key factor in shaping global competencies and intercultural communication.

The set of methods employed ensured the scientific validity, objectivity, and reliability of the research findings.

ANALYSIS AND RESULTS

In the context of globalization and digital transformation, the functional status of the English language within the education system is undergoing significant changes. Recent international statistical data indicate that English has evolved not only as a foreign language but also as a primary communicative tool of the global knowledge economy.

According to the EF English Proficiency Index (EF EPI) 2025, Uzbekistan ranked 104th among 123 countries with a score of 429, placing it in the “very low proficiency” category. This result is 59 points below the global average (488 points). At the regional level, Fergana region recorded the highest score of 470 points, while Jizzakh region reported 395 points. These indicators reveal significant disparities in English language proficiency across different regions of the country [7].

The analysis demonstrates that English currently performs three core functions in the education system. First, it serves as a medium of access to international scientific information. Second, it is becoming a prerequisite for academic mobility and participation in international education programs. Third, it functions as a key competency enabling effective use of digital learning platforms.

Trends in scientific communication further confirm the dominant position of the English language. Analyses of international scientific publications show that the overwhelming majority of research articles worldwide are published in English. This indicates that English has become the global language of science and holds strategic importance for researchers and academics.

The development of digital technologies has also directly contributed to the functional expansion of English. A large-scale study based on more than 950,000 scientific articles published in 2024 revealed the rapid integration of artificial intelligence and large language models (LLMs) into academic writing practices. According to the study, up to 17.5% of articles in certain disciplines were either generated or edited with the assistance of LLM-based tools. This further strengthens the role of English in digital scientific communication [8].

Moreover, a large-scale analysis based on 5.65 million scientific publications in 2025 showed that generative artificial intelligence tools are helping to reduce language barriers for non-native English-speaking scholars. As a result, while English maintains its position as the dominant language of global scientific collaboration, access to it is being significantly expanded through technological tools [9].

From a linguoculturological perspective, the widespread use of English also influences learners' cultural worldview. Through English, global culture, international academic ethics, modern professional terminology, and new communicative norms are increasingly integrated into the educational process. Consequently, students develop not only linguistic competence but also intercultural competence.

Based on the conducted analysis, the following results were obtained:

- English is transforming from a standard academic subject into a strategic academic competence within the education system of Uzbekistan;
- significant regional disparities in English proficiency levels were identified;

– digital technologies and artificial intelligence tools are further expanding the functional potential of the English language;

– the development of English in education contributes to linguocultural transformation and the formation of intercultural competence.

In conclusion, the findings of this study demonstrate that the importance of English in the era of globalization is not limited to its communicative function. It has become a key factor in the exchange of scientific knowledge, digital transformation, and intercultural integration.

CONCLUSION AND RECOMMENDATIONS

This study was aimed at the scientific-theoretical and practical analysis of the functional expansion of the English language in the education system under conditions of globalization, as well as its linguocultural transformations. The results of the analysis revealed that, in the contemporary educational space, English has moved beyond the status of a simple foreign language and has become one of the key instruments for developing academic, professional, and digital competencies. This process has led to a complex transformation in the relationship between educational content, teaching methodologies, and societal language needs.

The findings indicate that the functional expansion of the English language is manifested in three main directions. First, it serves as a medium of access to global scientific and academic information. Second, it has become a key requirement in international education programs and academic mobility processes. Third, it functions as an integral component of knowledge acquisition and communication within digital learning environments. These factors further strengthen the institutional status of English within the education system.

From a linguoculturological perspective, the widespread use of English contributes to the development of intercultural competence among learners. At the same time, increasing interaction between global cultural codes and local linguocultural systems has led to the emergence of new processes of cultural and linguistic integration. This situation has transformed language teaching from a purely linguistic knowledge-based process into a means of developing intercultural thinking and awareness.

Based on the analysis, the following scientific conclusions were drawn regarding English language teaching: English has become a strategic competence within the educational process; its acquisition is increasingly linked to the demands of the global labor market; and digital technologies are acting as accelerating and expanding factors in the language learning process.

On the basis of the research findings, the following recommendations are proposed:

➤ to further expand the implementation of communicative and competence-based approaches in English language teaching, strengthening the integration of theoretical knowledge and practical skills;

➤ to increase the use of linguoculturological materials and authentic resources that contribute to the development of intercultural competence in the learning process;

➤ to systematically integrate digital learning platforms and artificial intelligence-based educational technologies into English language instruction;

➤ to differentiate methodological approaches in order to reduce regional disparities in English proficiency levels;

➤ to improve the quality of English language teaching by enhancing the professional competencies of teachers in line with international standards.

In general, the functional expansion and linguocultural transformations of the English language under globalization reflect the transition of the education system toward a new paradigm. This process is expected to remain a key factor not only in shaping language teaching methodologies but also in defining the broader strategic directions of education in the future.

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