

POSSIBLE DANGERS FOR A LANGUAGE WHICH AFFECT TO ITS GLOBAL STATUS

**Abbos Tursunovich
Iriskulov**

Condidate of philological
sciences, associate
professor

**Akmal Subkhanovich
Aslanov**

Condidate of philological
sciences, Headteacher in
Tashkent Medical Academy

**Anora Akmal qizi
Subhonova**

Master's student in Uzbek
State World Languages
University

ABSTRACT

The main purpose of this article is to shed light on the factors that may contribute to the extinction of a language or its status that have reached a global level. Through the article, linguists can address the shortcomings that arise on a certain language, or prevent them.

Keywords: Linguistic complacency, Linguistic death, linguistic minorities, Power of language, global interdependence.

INTRODUCTION

There are important benefits to the global language, but several commentators have pointed out the potential dangers. Perhaps the elite will develop a world language whose single language class is more appropriate and rejects other languages. Perhaps if you have such a language - and especially if you have a native language - you can think about it faster and do it at the expense of the nonexistent and thus preserve the difference between rich and rich. ... linguistically poor. Having a global language can make people lazy or limit their ability to learn other languages. The disappearance of minority languages can accelerate the development of global languages or, at the greatest risk, make other languages obsolete. Sometimes it is said that "man needs a language to speak a second language", and when the language of the world appears, other languages die. "The unfortunate aspect of linguistic triumphalism - the risk that some people succeed at the expense of others in a global language - is linked to the whole process.

MAIN PART

These concerns need to be addressed and widely recognized. There are not enough native speakers who believe in an evolutionary view of the language (the strongest can live and be the strongest in English) or call their current global status "happy". Most people think it is a waste of time to learn all languages. Most people don't see anything wrong because it would be great to have a world in one language. Some people believe that this world of unity and peace will eliminate all

misunderstandings - a widespread hope that the movement is the basis for supporting an artificial universal language (such as Esperanto). For others, this world would be in front of the Tower of Babel.

This is difficult when there is no evidence that anything can be done to reduce or eliminate this speculative fear. The latter can be briefly dismissed: the common use of a common language is not a guarantee of social harmony or mutual understanding, but has been observed several times in the history of the world, such as the American Civil War, the Spanish Civil War, the Vietnam War, the former Yugoslavia, Finland, Northern Ireland, today's Northern Ireland, Northern Ireland. Switzerland). However, other objects need to be developed more slowly to evaluate the alternative. Each topic is in English, but any language to get global status will be the same topic.

- **Language Power of language.** Does the mother tongue in the world as a mother tongue have the opportunity to learn it as an official or foreign language? Definitely dangerous. For example, non-English speakers take longer to process reports in English so they have less time for creative work. The international community may not pay attention to the work of people who write their research in languages other than English. Non-English-speaking leaders, who work in English-speaking companies in some parts of the world, such as Europe or Africa, may be uncomfortable with their national counterparts. especially when using informal speech in meetings. There is anecdotal evidence that such incidents do occur.

However, if special attention is paid to language learning, the problem of disability will be greatly reduced. If the language of the world is taught early enough, when children are given full-time education and it is stable and well-funded, the knowledge of a language that grows over time is truly bilingual and does not differ from that of any other person. this language from the mother tongue. These are huge "ifs" and the financial costs are high, so it is not surprising that this type of checking is currently done by a small number of people who speak a language. but it is possible (this has been repeatedly confirmed by English speakers in countries such as Denmark, Sweden and the Netherlands) which shows that a negative scenario is inevitable.

It goes without saying that children are ready to be bilingual. Two thirds of the children on earth grow up and develop knowledge in bilingual settings. There is a nature they learn when they regularly encounter another language and envy adults. This ability declines during adolescence and most academic debate has focused on why this should be the case ("critical events"). But if we take the study of a foreign language seriously, one of the fundamental principles is the widespread belief that "the better, the better". If you take it seriously and talk about mastering the global language, the arguments of elitism will disappear.

- **Linguistic convenience.** Will global language eliminate adults' desire to learn other languages? Here the problem is very real. The usual observations show that typical

British or American tourists traveling the world are already showing signs of linguistic complacency, all responsible for speaking English and not being native to the locals. The fact that the British tourist shouted at the foreign waiter for tea, "Read your lips", is close to the truth for convenience. There appears to be no real and widespread motivation for learning other languages, even for lack of money and opportunities, as well as lack of interest, and this can be facilitated by the growth of English as a global medium.

It is important to understand that this is not a skill but an attitude or state of mind, although the latter is often interpreted. "I don't know the language well" is probably the most common excuse for trying not to master at least the basic knowledge of a new language. Usually, this same irony stems from an unsatisfactory language learning experience at school: the speaker may recall a poor class on school tests, which may indicate an inappropriate attitude towards teaching or the difference between a teacher and a teenager. "I could never agree with my French teacher" is another typical explanation. However, that doesn't stop people from generalizing that "Britain (or America, etc.) is not good at learning languages".

It is clear that English-speaking communities must abandon traditional monolingual negative attitudes. In difficult economic times, the increase in exports and the attraction of foreign investment can be due to subtle factors and, as you know, the linguistic sensitivity of the country is particularly impressive. After all, at the corporate and branch level, many companies have begun to make new efforts in that direction. But there is also a growing respect for other cultures when it comes to mass tourism and a growing desire to learn the language. Attitudes towards languages are constantly changing and being able to learn a foreign language well is a great joy.

In particular, the words of respectable politicians and administrations have begun to create a new climate of thinking about the importance of language learning. A good example of this is the speech of the former Secretary General of the Union, Sridat Rampal, in 1996. Its title, "Languages of the World: Opportunities, Challenges, Challenges", contains an appendix to the triumphant reasoning and the text contradicts. Since English is the native language, it is very easy to navigate the world linguistically. We are too lazy to learn other languages. We all need to work harder. English can be a world language; but this is not the only language in the world, and if we want to be a good global neighbor, we have to experience the languages of the world less - to get to know them better.

Whether these positive words will have any long-term effects remains to be seen. However, it is good to consult some comparative statistics on foreign language studies. For example, a 1996 European study by Grant Thornton showed that 90% of companies in Belgium, the Netherlands, Luxembourg and Greece had managers who could do business in another language, while only 38% of British companies had a person who

could do it. In 2002, that figure was still high in most European countries, but it dropped to 29% in the UK. According to the British Information Center for Language Teaching and Research, one third of British exporters have no language skills. English-speaking companies face language problems as they try to spread to the most promising regions for development, such as East Asia and South America. Southern and Eastern Europe are traditionally English-speaking regions. Total. The problems are slowly being solved: for example, most Australian schools teach Japanese as a first foreign language and the US and UK are now paying more attention to Spanish (which is growing by the day in terms of the use of native language). Faster than English), but we are still a long way from a world where economic and other evidence has convinced English-speaking countries to abandon language isolation.

● **Linguistic death.** Will the emergence of a global language accelerate the eradication of minority languages and lead to the mass extinction of languages? In order to answer this question, we must first create a general perspective. Language preferences and language loss processes exist in the history of language and live independently of the emergence of a global language. Nobody knows how many languages have died since people learned to speak, but there must be thousands. In most of these cases, death is due to the integration of the ethnic group into the dominant society and the adoption of its language. This situation continues today, although there is talk of an increase in the number of mother tongues in North America, Brazil, Australia, Indonesia and the United States due to the previous disappearance. Africa. At least 50% of the world's 6,000 living languages will go extinct in the next century.

This is truly an intellectual and social tragedy. When the language dies, many things disappear. Especially in languages that have never been recorded or have recently been recorded, the language is a place where human history is preserved. This is their personality. Talking to you in the form of folk tales, songs, rituals, proverbs and many other methods gives you a unique picture of the world and a unique literary canon. This is your legacy for the rest of humanity. When it is lost, it cannot be returned. Thinking is how to protect species and the environment. Documentation and language preservation are also at the forefront, and it is gratifying that several international organizations were established in the 1990s to register possible languages for endangered generations.

However, the emergence of language as a global language has a connection with the limited causes of this unfortunate situation. The fact that the Serbs live in Germany or the survival of Galicia in Spain is linked to the local political and economic history of those countries, as well as the regional superiority of the Germans or the Spaniards, and has nothing to do with this position. Germans or Spaniards in the world. arena. It is also difficult to imagine how the emergence of English as a global language could have a direct impact on the future of this language or other minority languages. The effect is only possible in areas where English dominates the native language, such as the Celtic

part of the islands of North America, Australia and Great Britain. The first history of linguistic contacts in these regions was indeed a period of conquest and assimilation, and the results were tragic for the local languages. But the recent rise of English as a truly global language has had the opposite effect, leading to a stronger return in favor of the local language.

The fact that there are strong movements in favor of linguistic minorities, usually associated with nationalism, generally reflects an important truth about the nature of the language. Mutual understanding, which is part of the general linguistic argument, is only one aspect of the story. The other side is the need for identity and people appreciate the role of the individual in asking questions about language trauma and death. Language is the primary vehicle (some would say the primary car) for showing us where we are and for distinguishing one social group from another, and all over the world we can see evidence of linguistic differences, not convergence. For decades, many people in the countries of the former Yugoslavia have used a common language: Serbo-Croatian. But after the civil war in the early 1990s, Serbs called their language Serbs, Bosnians, Bosnians, Croats, Croats, and each society focused on its linguistic characteristics. There is a similar situation in Scandinavia, where Swedish, Norwegian and Danish are generally known, but are still considered different languages.

Arguments about the need for national or cultural identity often contradict arguments about the need for mutual understanding. But this is an illusion. It is very possible to create a situation in which intelligence and personality live happily. This is a familiar, but bilingual, bilingual situation where one of the speakers' languages is a global language that provides access to a global community and the other is a good language that provides access to a local community. These two functions can be considered complementary and respond to different needs. Because these functions are different, the world of linguistic diversity can continue to live in a world with a common language in general.

None of this negates the fact that the emergence of a global language may affect the structure of other languages, particularly the source of new debt for these languages. This effect can be accepted (in which case people call their language "different" and "enriched") or balanced (in which case the metaphors "trauma" and "death" are used). In recent years, for example, one of the healthiest languages, French, has tried to protect itself from what is considered harmful to English: it is now illegal to use the English word. In the official context, there is a French word, although it is very common (eg "computer" rather than "resident"). Purist commentators from many other countries have also expressed concern that English vocabulary, particularly American English, has seeped into their streets and into television broadcasts. The arguments are made with great emotional force. Even if a small part of the vocabulary is exposed for this purpose, it is enough to provoke the prophets of punishment. (They often forget that

English itself has borrowed thousands of words from other languages over the centuries and has borrowed thousands of elements from other languages, including computer, Latin, and French.)

The link between the spread of English in the rest of the world and its impact on other languages gave rise to a growing debate in the 1990s, with a correlation between the degree of acceptance of English and the disappearance of English. . Minority languages have persuaded some observers to conclude that there is a simple causal link between the two phenomena, without forgetting that there is a link. The loss of linguistic diversity in a small world of Latin American history, such as Latin America, Russia and China. Today the deep-rooted process of globalization seems to go beyond single linguistic situations. The anachronistic manifestations of linguistic imperialism regarding the asymmetry of forces between the former colonial states and the third world are not sufficient to explain the linguistic reality. In particular, they ignore the fact that the first countries with strong languages did not put any pressure on the adoption of English and that the strongest attacks on English came from countries that did not have this colonial heritage. When dominant languages dominate, it is necessary to use the simple concept of power relations.

These other factors, including the recognition of globalization, the desire to speak out in global politics, and the value of multilingualism in attracting commercial markets, encourage the adoption of a functional business strategy. English, a valuable tool to use in this language, is to achieve certain goals for people. Local languages continue to play a number of important roles (mainly local identity) and are considered the most important tools for ensuring the global participation of the English language. This approach recognizes the legacy of colonialism as a historical fact, but now the emphasis is on stopping the pressure and moving from power to functional specialization. This model, the English language, plays a central role in empowering slaves and marginalized people and blurring the line between who and who. Supporters of this position were considered to be supporters of "naive liberal idealism" and the "liberal laissez-faire position".

CONCLUSION

If the pursuit of the above goals is idealism, I like to be an idealist; But given the time, energy and money invested in recent years in restoring related languages and objects, this is never laissez-faire. Insignificant progress needs to be recognized in relation to the catastrophic impact of globalization on global diversity. But to blame all the English language and ignore the key economic issues raised here, the two new commentators say, is "an attack on the wrong goal of engaging in linguistic play". Decisions probably come from economic policy, not from language policy. How Lisandrow and Lisandrow end up: Although English can facilitate the process of

universal alienation and loss, it can be distorted to facilitate the process of universal empowerment and profit return.

REFERENCES

1. Aitken, A. J. 1985. Is Scots a language? *EnglishToday* 3, 41–5.
2. Allsopp, Richard. 1996. *Dictionary of Caribbean English Usage*. Oxford: OxfordUniversityPress.
3. Alsagoff, Lubna, Bao, Zhiming and Wee, Lionel. 1998. Why you talk like that? The pragmatics of a why construction in Singapore English. *English World-Wide* 19, 247–60.
4. Anonymous [Joe Klein]. 1996. *Primary colors*. NewYork: RandomHouse.
5. Avis, Walter S., Crate, Charles, Drysdale, Patrick, Leechman, Douglas and Scargill, M. H. 1967. *A dictionary of Canadianisms on historical principles*. Toronto: Gage.