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POLYETHNIC LANGUAGES AND THEIR DISTINCTIVE FEATURES IN MODERN LINGUISTICS

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ABSTRACT

The polyethnic aspects of modern English include important aspects of modern English linguistics. While English has the status of a global language spoken all over the world, it has its characteristics and aspects that are formed between different nations and peoples. The article examines the sociolinguistic, comparative-typological, structural-semantic, communicative-pragmatic aspects of the English language, which are widespread in the world and specific to certain peoples. In our study, the analysis of different approaches to the regional variants of literary English, and the analysis of differences and similarities between the variants allowed us to draw certain conclusions about the literary variant of English.

KEYWORDS

Polyethnic languages, modern English linguistics, regional variants of literary English, pure English, local dialects.

INTRODUCTION

The implementation of reforms in the social, economic, cultural and educational spheres in our

country from the first days of independence sets important tasks for the future of the youth of our great state to bring up a harmoniously developed generation with full maturity, physical strength and

intellectual potential. This, first of all, requires the spiritual and moral upbringing of the next generation, their knowledge, broad outlook and faith [1,2].

The main tasks arising from the resolutions and decrees and speeches of President Sh.M.Mirziyoyev are to raise the level of education and upbringing of higher education workers, to ensure the full development of the nation's spirituality and knowledge, the humanities of public education, the involvement of advanced pedagogical technologies. [3,4,5].

The strengthening of social, economic, political and cultural ties of the Republic of Uzbekistan with developed countries has had a significant impact on the development of the Uzbek language, in particular, its vocabulary. The Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 identifies the issues of "active attraction of foreign investment in sectors and regions of the economy by improving the investment climate" as a priority strategic direction has brought to a new level the training of specialists who can create methodological manuals at the required level, translate from foreign languages into Uzbek [6-10].

This research work to a certain extent will serve to implement the tasks defined by the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013 No. 124 "On approval of the educational standard in foreign languages of the system of continuous education", Decree of the President of the Republic of Uzbekistan dated May 13, 2016, No. UP-4797 " on the establishment of the Tashkent State University of the Uzbek Language and Literature named after Alisher Navoi", Decree of the President of the Republic of Uzbekistan dated December 10, 2012, No. PP-1875 "On measures to

further improve the system of studying foreign languages" and other regulatory legal acts [7-9].

Indeed, the role of modern pedagogical technologies in the development of the youth of the Republic as educated, enlightened people is invaluable. Ensuring that the knowledge, skills and competencies acquired in the educational process meet the requirements of world educational standards is one of the main tasks today. The solution to linguistic problems is undoubted of great importance in carrying out this work [11-14].

Knowledge of foreign languages is of special importance for each language to gain a deeper understanding of the spiritual riches of nations, to gain a deeper understanding of the life, history, culture, and psychology of nations and peoples. We all know that knowledge of other foreign languages is of great importance in strengthening and developing friendships and cooperation between the nations of the world. It is known that our ancestors, who lived and worked in the past, sought to know several foreign languages, including Arabic, Persian, Hebrew, Sanskrit, Latin, Greek and others, and wrote rare works in these languages. For example, the great thinker, poet and statesman Alisher Navoi was fluent in Arabic, Persian and Hebrew and worked effectively in three languages - Turkish, Arabic and Persian. Such a great talent can be seen in the works of Abu Ali Ibn Sina, al-Khwarizmi, Abu Rayhan Beruni, Abu Nasr Farabi and other great compatriots. We know from history that our great ancestors, who were very talented, made an invaluable contribution to world civilization with their scientific works and examples of creativity. It is no secret that from ancient times the cities of our country have been known throughout the world as a centre of knowledge and enlightenment [15-19].

We know that English is one of the second most spoken languages in the world. The number of learners of this language is growing day by day. In almost every corner of the world, there are many who speak and understand English. English is also the number one digital language of communication. Therefore, it is very important to teach English to the younger generation in order for our country to be among other countries in this period of rapid development. Realizing this situation, our people have recently had a natural need to learn English. Adequate conditions have been created in the education system of the country for this purpose, and teaching English to children from the first grades of kindergarten and school has been established [20-25].

English language classes in educational institutions of our country are conducted based on standard English, ie pronunciation standards adopted in the United Kingdom. This ensures that students learn pure English, that is, without mixing its various local dialects. The fact that English is widespread in many parts of the world and is spoken by different peoples and nations in different regions shows that it has several national variants, dialects and dialects. From a sociolinguistic point of view, English is one of the leading polyethnic languages in the world today. Accordingly, the national variants of English used by representatives of different nationalities speaking this language differ from each other on several levels of language.

LITERATURE REVIEW

Many scholars have researched the subject of the interregional variant of literary English. Among them are A.A.Abduazizov, A.A.Garntseva, T.A.Rastorgueva, I.P. Ivanova, L.P.Chaxoyan, O.V.Aleksandrova, A.D.Shveitser, I.V.Arnold, T.M.Belyaeva, I.A.Potapova, M.M.Makovskiy, G.B.Antrushina; Of the English

linguists Becks, Tony, Richard J.. Watts, Blake, BurrIDGE, Bernd Kortmann, Crowley, Crystal, Durkin, Laura, JS Wells, Hickey, Raymond, Peter Trudgill, Collins, etc. can be listed [26-28].

American scientists Harder, S.Jane, Thomas Sheridan, W.Edgar, Jeremy, Hudson, Binder, David, Tungsten Walt are also among the researchers who have worked on this topic [29-31].

MATERIALS AND METHODS

Comparative-typological, structural-semantic, lingvopragmatic, lingvostylistic, lingvocognitive, lingvoculturological, contextual, deductive, inductive and statistical analysis methods were used as methods of scientific analysis of the research. Language achieves global language status only when it has recognized importance in the whole country, and this is mainly evident in the example of languages spoken by a large number of people in different countries of the world as their mother tongue. When taken on an English scale, this situation can be seen in the United States, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries, Asian countries, and many others. The fact that the Spanish language is used in about 20 countries other than Spain, mainly in Latin America, is another example of the above idea. Also, the mere use of a language as a mother tongue alone cannot give it global language status. To obtain such status, a language must be used in several countries as the first, second official language or main foreign language. In this case, the number of users of the language as a native language does not matter. Two main factors are important for a language to have global language status [32-37].

First, the language is officially used in several countries around the world as a primary means of

communication in important areas of the state, such as the government, the judiciary, the media, and the education system. Today, such official language status is reflected in the scale of English, which has an important position in more than 70 countries, such as India, Nigeria, Singapore, Ghana, Vanuatu. Such an official significance of the English language is quite different from the status achieved by French, German, Spanish, Russian and Arabic, which have significant official significance in a number of countries.

Second, the language can be considered a leader in the field of foreign language teaching in several countries of the world, although this language has no official significance in these countries. At the same time, the language is the main foreign language that children learn in the country's educational institutions from an early age. There will also be ample opportunities in the country for adults to learn the language. For example, in the countries of Southeast Asia, Mandarin Chinese is of special importance, and in these countries, the language is taught. strong attention is paid. At present, English is widely taught as a foreign language in more than 100 countries, including China, Russia, Germany, Spain, Egypt, and Brazil.

From the above observations, it can be concluded that there are several factors for a language to be the official language of a country. A country may have the status of an official language of one language, or this status may apply to several languages at the same time. Sometimes a language has a “semi-official” status and can be used only in certain areas of the state, or it has a certain official significance and is secondary to another language. Many countries officially state the state language in their constitutions (for example, Uzbekistan, India), and in some countries, it is not specifically mentioned (for

example, Britain). However, there are several reasons why a language should be chosen as the main foreign language taught in a particular country: historical traditions, political compatibility, commercial, cultural and technological relations, etc.

In a well-off society, attention is paid to foreign language teaching through the media, libraries, and educational institutions. Improving the number and skills of language teachers is considered one of the priorities in the field of public education. Availability of training materials such as books, visual aids, and telecommunications tools will be provided. All the opportunities listed above are now available in our country, all of which are related to the teaching of foreign languages in our country. which is a testament to the fact that it is viewed as a topical issue of today. In some countries, the achievement of the goal of language teaching lags due to insufficient government support and other reasons [38-44].

We know that no society can exist without language and that no language can be formed or developed without society. Language is an essential means of communication for all, whether it is a small tribe, a smaller nation, or a large nation. Some languages are spoken by a very small number of people, while others are spoken by millions of people. A polyethnic language is a language that is spoken and studied internationally and used by a large number of people as a second language. Not only the number of speakers of this language (as a mother tongue and a second language) but also its importance in international organizations and diplomatic relations, as well as its geographical distribution plays an important role in achieving the status of a polyethnic language. We can see this in the example of English, French, Russian, Chinese, German, and Spanish, which

are used by many people in different parts of the world.

Until the early twentieth century, French was an important language for communication and diplomatic relations in several European countries, including Russia, Greece, Romania, Bulgaria, Turkey, as well as in Egypt, Lebanon, Iran, and South America, especially among the intelligentsia. Although it lost its former prestige after World War II, is still a working language for many international organizations. Currently, French is the official language in countries other than France, such as the Democratic Republic of the Congo, Canada, Madagascar, and Cameroon. According to 2015 data, French is now recognized as the only official language in 13 countries and as a semi-official language in 16 countries [45-47].

Arabic has gained international significance as a sacred language in the Islamic world, especially in the Middle East and North Africa, as well as in Muslim societies (liturgical) outside the Arab world. Currently, Arabic is used as a semi-official language in several countries such as Algeria, Sudan, Iraq, Morocco, and Chad, and as an official language in Egypt, Saudi Arabia, Yemen, the United Arab Emirates, Jordan, Libya, Oman, Qatar, and Kuwait.

Standard Chinese has replaced classical Chinese, which served as a historical lingua franca in Far East Asia until the early twentieth century, and is now widely spoken and taught internationally not only in China but also in Oceania among people who speak different dialects of Chinese.

Russian was the official language in the former Soviet Union and was mandatory in educational institutions. However, the disintegration of the former Soviet Union also affected the demand for language use and learning.

Today, Russian is the state language of the RSFSR, spoken by 150 million people. The Russian Ministry of Education reported in December 2013 that the number of Russian speakers had decreased by around 100 million over the past few decades.

Spanish is the main language used during the Spanish Empire and is now used in many countries in Spain and Latin America (except Brazil, French Guinea, Haiti and the Caribbean). It is also widely spoken in the southern regions of the United States. German is a language that covers a large part of Europe. for several centuries, especially during the time of the Holy Roman Empire, and later during Austro-Hungarian rule, Lingua served as the French language. It has not lost its prestige in the international scientific community and is important as a second language in Central and Eastern European countries.

German is the state language of the Federal Republic of Germany, and the Republic of Austria, and the number of speakers of this language exceeds 100 million. Hindi, the official language of the Republic of India today, is spoken by more than 450 million people. Although Hindi, Bengali and, to a lesser extent, Tamil, the main languages of the Indian subcontinent, are among the most widely recognized languages in the region and internationally, this is largely a regional indicator. For example, the number of Bengali speakers with a rich literary history (fifth or sixth on the list of most spoken languages with 230 million speakers) is greater than the number of speakers of French as a mother tongue.

However, French is used as an intercontinental spoken language in international trade and other diplomatic relations, and the number of users of this language as a second language around the world is significant. Given that the majority of Bengali speakers are indigenous Bengali, it should be noted that the

area of application of this language is limited by its territory.

According to sources, for a language to achieve global language status, it must combine the following features:

- Having a large number of speakers;
- Significant use of the language as a second language (as a lingua franca);
- Having official status in several countries;
- Use in several regions of the world;
- Importance in multinational societies;
- Have one or more standards of teaching as a foreign language;
- Linguistic significance;
- Use in international trade relations;
- Use in international organizations;
- Application in scientific sources;

The language that is widely spoken and rapidly spreading today is undoubtedly English. According to the latest data, more than 840 million people worldwide use this language as their mother tongue or second language. Also, more than 700 million people are learning it as a foreign language, of which more than 200 million learners are contributed by the Chinese state. It should also be noted that it is very difficult to determine the level and exact amount of language proficiency of learners.

Today, English is used by different peoples on all continents of the world as a business language or an international language. English is the main language of the European Union, one of the official languages of the United Nations. English is becoming the leading language for research worldwide.

CONCLUSION

In our study, our acquaintance with the analysis of different positions in the regional variants of literary English, and our analysis of the differences and similarities between the variants allowed us to draw certain conclusions about the literary variant of English. Our first conclusion about the literary variant of the English language is related to its history of origin, interregional variation and diversity. The lifespan of the English language, spoken today on a total of five continents, dates back to the 4th century. In our study, we examined the literary English language, variants, and dialects and came to the following conclusions:

1. Standard English is a literary form of the language that is recognized and accepted by all English-speaking countries and the world;
2. Territorial variants of English are interregional selected and widely used forms of language norms, which vary depending on the population, culture, distribution of the place;
3. Indigenous dialects are specific to oral speech, they are not related to the norms of literary language and are only a form of language that enriches the communication of a particular region and people;

A language learner should be aware of the different aspects of English, especially British and American, to learn the local features of the language from the very beginning of language learning. In our opinion, textbooks and manuals should also include chapters that provide information about the local aspects of the English language. After all, no language consists only of grammatical rules of language, it contains various linguistic ornaments - jargons, dialects, dialectal words, phrases. As mentioned above, features in such a language have an impact on the development, enrichment, and popularity of the

language and, of course, create standard language appearances later on. English, which is used as an official language in more than 60 countries that have gained and are gaining dominance around the world, also has its place and importance in the future. As the demand for language consumption increases, its interregional differentiation leads to different territorial divisions. In the course of our research, we have tried to reveal the types of literary and regional variants, the differences and similarities between them, and the places of use of dialects and jargon. We believe that our research on the literary version of the English language will facilitate the language acquisition process of foreign language learners and serve as a necessary resource.

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