

"THE ROLE AND IMPORTANCE OF ENGLISH IN THE WORLD"

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Annotation: This article aims to identify the role and importance of the English language in the modern world and its development indicators.

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Today, English has a special place and lingua franca is becoming the language of interethnic communication of all mankind. But half a century ago, English was one of the international languages. Today, English has strengthened its position as a language of interethnic communication not only in Europe but all over the world. There are still regions where other languages, such as the French in a number of African countries and the Russians in the former Soviet Union, retain their status. However, there is a tendency to use English more widely in international relations. Today, English plays the role that Latin played in medieval Europe. As we explore the role of English in the modern world, it should be noted that there are several variants of modern English, but two of them have a special place among them: the British and the American variants. The American and British versions are not different languages, they are two variants of modern English, it is important to identify the differences between the general laws of their development in the speech process. The importance and modernity of the British version is explained by the fact that it is traditionally used as a subject in the education system of most countries around the world. However, the development and use of English in the region cannot be the same. The whole range of phonetic and lexical features is distinguished by the speech of residents of England, Canada, Australia, etc., but these features almost do not interfere with understanding each other in oral speech and do not interfere at all in written speech. The same is true of the concept of literary English. The most important words formed on the basis of the English language:

pidgin-english (pidgin english) - appeared in the early 18th century,
Widely used in China, Japan and California;

Cru English - Used in Liberia and Guinea. Philip Derkin, creator of the Oxford English Dictionary, selected five events that shaped the English language. It is always difficult to determine when a particular language came into being, but in English we can at least reflect on the fact that it appeared as a separate phenomenon and say that it makes sense to talk about it. It is very difficult to say anything definite about this

period, but we do know for sure that the German invaders came and settled in Britain in the fifth and sixth centuries on the north-west coast of Europe. They spoke German (later Dutch, Frisian, German, and Scandinavian), but we never know how much their speech differed from that of their neighbors. It is worth noting that immigrants can speak the same language. The reason for having very little information about the linguistic status of this period is the lack of written archives or documents devoted to the Germanic languages of earlier periods. The emergence of different dialects, although less significant, can be seen in documents from the VII-IX centuries. They all belonged to a language that Alfred the Great called English in the ninth century. The Celts were already settled in Britain when the Anglo-Saxons appeared. Their language has left a big mark on the modern English dictionary. Some scholars speculate that the Celts influenced its grammatical development, especially in some parts of the country. The number of words taken from Old English is very small. For example, brocc (badger) - badger. Scandinavian settlements. The next invaders were the Scandinavians. From the middle of the ninth century, Norwegian invaders settled in Britain, mainly in the northern and eastern regions, and in the 11th century, King Canute of Denmark ascended the English throne. The speech of the Scandinavians had a great influence on the English language, as can be seen from the words taken from their language. The similarities between them mean that there was a commonality between the language of Old English and the language of the invaders. Some words, such as give, indicate a specific “intersection” of grammatical structures in English and Scandinavian. And while the similarities between them are great, in most cases it is not possible to pinpoint the exact origin of the word.

The formation of grammatical skills is a three-step methodological period: 1) the distribution phase consists of explaining a new grammatical unit (presenting it in a speech sample), explaining, and performing the initial grammatical actions. 2) perform grammar exercises. This stage is mainly focused on skill building. 3) the stage of application of the grammatical phenomenon in the types of speech activities. From what has been said, it is clear that grammar serves to develop skills, not to absorb knowledge. The sole purpose of researching the scientific-methodological description of the formation of English grammar skills in high school students is to introduce a model of teaching English grammar. Theoretical model Improving students' English grammar skills Continuing education in Uzbekistan is aimed at developing the young generation's skills of high professional culture, independent adaptation to creative and social life, as well as the ability to identify and solve future plans. In carrying out these tasks, it is important to be in demand in the current era. That is why the role of foreign languages, especially English, in educating the young generation who know foreign languages well is very important in the social, economic and scientific development of society. The goals of teaching English in the state educational standard and

curriculum of general secondary education should be based on and in line with the interests and requirements of society and the state. The developmental goal of foreign language teaching is to:

a) the components of speech ability are listening, comprehension, perception, differentiation of linguistic phenomena, logical expression of thought, etc .;

b) Mental processes associated with speech activity: thinking, memory, attention, imagination, analysis and synthesis.

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