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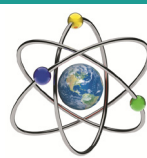
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THE NEED FOR TEACHING ENGLISH IN THE GLOBALIZED ERA

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Abstract: The rise of global connections, digital tools and artificial intelligence (AI) has made English education more important for university students. This research examines why English remains necessary and how knowing the language helps students do better in school, use technology and find good jobs. The paper summarizes recent studies on Academic English (EAP), Flipped Learning and Personalized Learning to find the best teaching strategies. Analysis shows that English is vital for reading international science, talking with professionals worldwide and using AI tools like ChatGPT. Studies prove that student-centered methods, such as flipped and personalized classes, help students study on their own and stay motivated. However, problems remain, such as heavy workloads for teachers, different student skill levels and a lack of digital hardware. The study finds that learning English is not just about a second language but is a necessary part of professional development in a digital world. Therefore, universities should use technology and focus on the specific needs of each subject to prepare students for a world run by AI and global networks.

Key words: Globalization, Digital Tools, Artificial Intelligence, Higher Education, University Students, English for Academic Purposes, Flipped Learning, Personalized Learning, Professional Communication, Student-Centered Methods, Autonomy, Motivation, Professional Development, Global Networks.

Annotatsiya: Global aloqalar, raqamli vositalar va sun'iy intellektning (SI) rivojlanishi universitet talabalari uchun ingliz tilini o'rganishni yanada muhimlashtirdi. Ushbu tadqiqot ingliz tili nima uchun zarurligini va uni bilish talabalarga ta'limda yaxshiroq natijalarga erishish, texnologiyalardan foydalanish hamda yaxshi ish o'rinlarini topishda qanday yordam berishini o'rganadi. Maqolada ingliz tilini akademik maqsadlarda o'qitish (EAP), teskari ta'lim (Flipped Learning) va individuallashtirilgan ta'lim yondashuvi (Personalized Learning) bo'yicha so'nggi tadqiqotlar umumlashtirilib, eng samarali o'qitish strategiyalari aniqlanadi. Tahlil natijalari shuni ko'rsatadiki, ingliz tili xalqaro ilmiy adabiyotlarni o'qish, butun dunyo bo'ylab mutaxassislar bilan muloqot qilish va ChatGPT kabi SI vositalaridan foydalanish uchun muhim ahamiyatga ega. Tadqiqotlar shuni ko'rsatadiki, talaba markazli metodlar, jumladan, teskari (flipped) va individuallashtirilgan darslar talabalarga mustaqil ta'lim olish va motivatsiyasini saqlab qolishga yordam beradi. Biroq o'qituvchilarning yuqori ish yuklamasi, talabalarning turli darajadagi bilim va ko'nikmalari hamda raqamli qurilmalarning yetishmasligi kabi muammolar saqlanib qolmoqda. Tadqiqot shuni ko'rsatadiki, ingliz tilini o'rganish faqat ikkinchi tilni egallash bilan bog'liq emas, balki raqamli dunyoda professional rivojlanishning zaruriy qismidir. Shu sababli universitetlar texnologiyalardan foydalanishi va talabalarni SI hamda global tarmoqlar boshqaradigan dunyoga tayyorlash uchun har bir yo'nalishning o'ziga xos ehtiyojlariga e'tibor qaratishi lozim.

Kalit so'zlar: globallashtiruv, raqamli vositalar, sun'iy intellekt, oliy ta'lim, universitet talabalari, akademik maqsadlarda ingliz tili, teskari ta'lim modeli, individuallashtirilgan ta'lim modeli, professional muloqot, talaba markazli metodlar, avtonomiya, motivatsiya, professional rivojlanish, global tarmoqlar.

Аннотация: Рост глобальных связей, цифровых инструментов и искусственного интеллекта (ИИ) сделал обучение английскому языку более важным для студентов университетов. В данном исследовании рассматривается, почему английский язык остается необходимым и как его знание помогает студентам добиваться лучших результатов в учебе, использовать технологии и находить хорошие рабочие места. В статье обобщаются результаты недавних исследований в области английского языка для академических целей (EAP), модели перевернутого обучения и персонализированного обучения с целью определить наиболее эффективные стратегии преподавания. Анализ показывает, что английский язык имеет жизненно важное значение для чтения международной научной литературы, общения с профессионалами по всему миру и использования инструментов ИИ, таких как ChatGPT. Исследования доказывают, что студентоцентрированные методы, такие как перевернутые и персонализированные занятия, помогают студентам самостоятельно учиться и сохранять мотивацию. Однако сохраняются такие проблемы, как высокая рабочая нагрузка преподавателей, различный уровень подготовки студентов и нехватка цифрового оборудования. Исследование показывает, что изучение английского языка связано не только с освоением второго языка, но и является необходимой частью профессионального развития в цифровом мире. Поэтому университетам следует использовать технологии и учитывать конкретные потребности каждой специальности, чтобы подготовить студентов к миру, управляемому ИИ и глобальными сетями.

Ключевые слова: глобализация, цифровые инструменты, искусственный интеллект, высшее образование, студенты университетов, английский язык для академических целей, перевернутое обучение, персонализированное обучение, профессиональная коммуникация, студентоцентрированные методы, автономность, мотивация, профессиональное развитие, глобальные сети.

INTRODUCTION

Today, because of global connections and new technology like Artificial Intelligence (AI), knowing English is very important for school, research and finding good jobs. English is the main language people use to share new information and talk to each other in the global workplace. H. Li (2025) explains that being good at English is essential for success in university and at work. Now, learning English is not just about grammar; it is about using technology, doing research and learning throughout your whole life. In universities, students need English to read international books and talk with people from other countries. At the same time, technology is changing how we teach. Fisher et al. (2024) say that students now expect new ways of learning, like the Flipped Classroom. Also, A. Herawati (2023) argues that teaching everyone the same way (a "one-size-fits-all" style) does not work for every student because everyone learns at a different speed. New styles like Personalized Learning (PL) and Academic English (EAP) help students become more independent and active.

However, there are still problems. Even though students like Flipped Learning, we do not have enough proof yet that it actually helps them learn the language better because current research is not strong enough. Personalized Learning can help different students, but it takes a lot of time for teachers to plan, and some students may not feel motivated to study on their own. Also, AI tools like ChatGPT can help with speaking and writing, but we still need to check if they help students learn to think for themselves. Most importantly, we do not have enough information about how these things work in Uzbekistan. This study looks at why students still need to learn English for their jobs and for using technology. It checks if Flipped Learning, Personalized Learning and Academic English are helpful today. The main problem is that old ways of teaching might not give students the skills they need for a digital world. This study uses international information to see what works for students in Uzbekistan. It shows that English is more than just a language; it is a tool that helps people succeed in their careers and use technology worldwide.

LITERATURE REVIEW

Recent research shows that the role of English in higher education has expanded beyond general language learning. English is increasingly connected with academic participation, access to knowledge, professional development and international communication. H. Li (2025) describes English as the main language for research dissemination, international cooperation and participation in global academic communities ^[1]. The study also emphasizes the relationship between Academic English (EAP) and students' academic performance, access to current research and professional competitiveness. From this perspective, English proficiency can be considered an important form of human capital in a globalized educational and professional environment.

At the same time, changes in technology have influenced how English is taught and learned. R. Fisher, Q. Tran and E. Verezub (2024) conducted a systematic literature review of 40 studies on Flipped Learning (FL) in higher education EFL contexts ^[2]. Their findings show that students generally have positive perceptions of flipped classrooms, particularly because these models encourage active participation and self-regulated learning. In a flipped model, students study materials independently before class, while classroom time is used for communication, collaboration and deeper learning. However, the authors emphasize that positive student perceptions do not necessarily demonstrate improved language acquisition. Many reviewed studies had methodological limitations, including risks of bias and insufficient use of control groups. This indicates a need for more rigorous empirical research.

Personalized Learning (PL) provides another learner-centered approach to English education. A. Herawati (2023) investigated the experiences of 30 English lecturers from three private universities in Indonesia using quantitative and qualitative data ^[3]. The findings indicate that personalized learning can accommodate students with different learning speeds and increase learner responsibility. Self-paced learning was identified as a major advantage. However, the approach also creates challenges, particularly teacher workload and student motivation. These findings demonstrate that technology-supported personalization can improve flexibility, but its effectiveness depends on both teacher preparedness and learner engagement.

The three studies share several important assumptions. First, they support a movement from teacher-centered instruction toward learner-centered education. Second, technology is increasingly used to provide flexible, interactive and personalized learning opportunities. Third, learner autonomy and self-regulated learning are becoming important outcomes of English education. However, the studies differ in their main focus. Fisher et al. (2024) concentrate on the methodological strength of evidence for Flipped Learning; H. Li (2025) emphasizes globalization, academic English, employment and AI-supported learning; while A. Herawati (2023) focuses mainly on personalization, learner differences and teachers' experiences. Despite these contributions, several issues remain unresolved. Existing studies provide limited evidence about the long-term development of English language skills through technology-integrated approaches. There is also insufficient research on the



relationship between English proficiency, AI-mediated communication, digital literacy and professional readiness. Importantly, the reviewed studies do not provide empirical evidence specific to Uzbekistan. Questions concerning the preparedness of teachers, differences in students' proficiency, access to digital technologies and the relevance of English to the Uzbek labor market remain underexplored. Therefore, the literature suggests that the need for English teaching should be examined in relation to contemporary academic, technological and professional requirements rather than only traditional language-learning objectives. The limitations identified in previous research justify further investigation using a context-sensitive approach. For the present study, a mixed-method perspective is appropriate because quantitative evidence can identify general patterns, while qualitative information can explain the experiences and challenges behind those patterns. This approach can help address the existing gap and provide a clearer understanding of the continuing need for English education in the Uzbek context.

RESEARCH METHODOLOGY

This study employed a qualitative analytical literature review to examine the continuing need for English teaching in the context of globalization, digital transformation, artificial intelligence and changing academic and professional requirements. This research design was selected because the study aims to analyze, compare and synthesize existing scholarly evidence rather than collect primary data from participants. The research problem focuses on the possible gap between traditional English language teaching and the academic, digital and professional competencies required in the contemporary environment. The analysis was based on three recent scholarly sources: R. Fisher, Q. Tran and E. Verezub (2024) on Flipped Learning in higher education EFL, H. Li (2025) on Academic English and technology-supported language education and A. Herawati (2023) on Personalized Learning in EFL. These sources were selected because they directly address contemporary approaches to English teaching and provide evidence concerning learner autonomy, digital technologies, academic development and professional needs. Data were collected through systematic examination of the selected publications, including their research aims, methodologies, participants, findings, limitations and recommendations. The main analytical categories were the role of English in academic and professional development, access to knowledge, digital literacy and AI, learner autonomy and self-regulated learning, learner-centered pedagogy and challenges in technology-integrated education. The data were analyzed through thematic and comparative analysis to identify recurring themes, similarities, differences, contradictions and research gaps across the sources. Since this study is based on published literature, no primary participants, questionnaires, interviews or experiments were involved. Reliability and validity were supported by using clearly defined analytical categories, comparing findings across all selected sources and distinguishing evidence directly reported by the authors from interpretations concerning the Uzbek context. The study therefore provides a qualitative synthesis of existing evidence and identifies areas requiring further empirical investigation in Uzbekistan.

RESULTS AND DISCUSSION

The qualitative analysis of the three selected studies identified several consistent findings concerning the contemporary need for English teaching. The results were organized around five major themes: the academic and professional value of English, learner-centered education, learner autonomy, digital and AI-supported learning and challenges in modern English education. The findings are presented as a synthesis of evidence reported in the selected studies rather than as primary statistical results from Uzbek participants.

The first major finding concerns the expanding role of English in academic and professional contexts. H. Li (2025) identifies English as an important language for research dissemination, international cooperation, access to current academic information and participation in the global labor market. The study also reports that English proficiency is associated with academic success and professional competitiveness. Thus, across the reviewed literature, English is presented not only as a communication skill but also as an important resource for academic and professional development.

The second major finding is the increasing importance of learner-centered approaches. Fisher et al. (2024) analyzed 40 studies on Flipped Learning in higher education EFL contexts and found generally positive student perceptions. In their qualitative analysis, 43% of the codes were related to pedagogical strengths, while 26% were associated with self-regulated learning behaviors. These findings show that students frequently identified active participation, collaboration, flexibility and greater responsibility as important characteristics of flipped learning.

The analysis of Personalized Learning also identified clear benefits and challenges. A. Herawati (2023), based on responses from 30 English lecturers, reported that 72% of teachers identified self-paced learning as a major advantage of personalized learning. At the same time, 90% identified time and workload as a major challenge, and 75% identified student motivation as an important difficulty. Furthermore, 60% of teachers reported



that students were reluctant to contact teachers when experiencing problems. These results demonstrate that personalized learning provides flexibility while creating additional requirements for teachers and learners.

A fourth finding concerns the growing role of digital technologies and artificial intelligence in English education. H. Li (2025) reports that technologies such as ChatGPT can be used for speaking practice, grammar support and feedback on written tasks. Fisher et al. (2024) identify learning management systems and instructional videos as common tools in flipped learning, while A. Herawati (2023) describes the use of mobile technologies for personalized feedback. Therefore, the reviewed studies consistently show a movement toward technology-supported English learning.

Finally, the analysis identified several unresolved challenges. These include differences in students' language proficiency, insufficient learner motivation, increased teacher workload, methodological limitations in existing Flipped Learning research and unequal access to digital technologies. Fisher et al. (2024) specifically noted that although students reported positive perceptions of flipped learning, the evidence for its actual effect on language acquisition remains insufficient. The selected studies also provide limited empirical evidence from Uzbekistan. Overall, the results demonstrate a clear trend toward English education that combines academic and professional purposes with learner autonomy, digital competence and technology-supported learning, while also revealing the need for further context-specific research.

The aim of this study was to examine the continuing need for English teaching in the context of globalization, digital transformation and artificial intelligence by analyzing recent research on EFL, Academic English, Flipped Learning, Personalized Learning and technology-integrated education. As the study was based on qualitative analysis of existing literature, the proposed hypotheses were not empirically tested. Instead, the findings provide evidence for understanding current trends and identifying areas that require further investigation.

The first important finding is that the role of English has expanded beyond traditional language learning. H. Li (2025) presents English as an important means of accessing international research, participating in academic and professional communication and improving employability. This supports the central argument of the present study that English should increasingly be understood as a form of linguistic human capital. In the contemporary global environment, English proficiency provides access to knowledge, professional networks and digital resources. Therefore, the need for English teaching remains strong, but the purposes of learning English are becoming broader and more professionally oriented. The findings also demonstrate a clear movement from teacher-centered instruction toward learner-centered education. Fisher et al. (2024) found that students generally had positive perceptions of Flipped Learning and associated it with self-regulated learning and active participation. A. Herawati (2023) similarly showed that Personalized Learning can accommodate different learning speeds and increase learner responsibility. These findings suggest that effective English education increasingly requires students to become active participants in their own learning rather than passive recipients of information.

However, the literature also reveals an important contradiction. Positive perceptions of modern teaching approaches do not necessarily demonstrate improved language acquisition. Fisher et al. (2024) emphasized that the evidence supporting the effectiveness of Flipped Learning remains methodologically limited. This distinction is important because student satisfaction, motivation and autonomy should not be treated as direct evidence of improved language proficiency. More rigorous research using pre- and post-tests, comparison groups and longitudinal designs is therefore necessary to determine the actual effectiveness of these approaches. The findings concerning Personalized Learning demonstrate a similar balance between opportunities and challenges. Although self-paced learning can support students with different levels and learning needs, A. Herawati (2023) identified teacher workload and student motivation as major barriers. This indicates that educational technology cannot independently solve the challenges of English teaching. Successful personalization requires appropriate teacher preparation, manageable workloads, continuous feedback and sufficient learner motivation. Consequently, technological innovation should be accompanied by pedagogical innovation.

The growing role of artificial intelligence creates another important dimension of English education. H. Li (2025) identifies tools such as ChatGPT as potential conversation partners, grammar support systems and feedback generators. This development creates new opportunities for students to practice English beyond the classroom and receive more individualized support. At the same time, effective use of AI requires digital literacy and critical evaluation skills. Students should be able to distinguish between useful AI-generated information and inaccurate or inappropriate content. Thus, contemporary English teaching increasingly needs to combine language proficiency with AI literacy, digital literacy and critical thinking. These findings have particular relevance for Uzbekistan, although the selected studies do not provide primary evidence from Uzbek universities. Uzbekistan is experiencing increasing internationalization and digital transformation in higher education, making English important for academic cooperation, access to international research and professional development. However, the transfer of international findings to the Uzbek context should be approached carefully



because differences in educational culture, student proficiency, teacher preparation, technological infrastructure and institutional resources may influence outcomes. The absence of Uzbekistan-specific evidence therefore represents an important research gap rather than evidence that the international findings automatically apply to the country.

The study has several limitations. First, only three recent sources were analyzed, which limits the breadth of the evidence base. Second, the reviewed studies were conducted in different educational contexts and therefore cannot fully represent the conditions of Uzbekistan. Third, the present study did not collect primary data, meaning that claims about Uzbek students, teachers or institutions remain contextual considerations rather than empirical findings. Finally, the long-term effects of AI-supported English learning and technology-integrated pedagogies remain insufficiently established. Despite these limitations, the study has practical implications for English language education. Universities should consider moving toward discipline-specific Academic English, learner-centered instruction and responsible integration of digital and AI technologies. Teacher professional development should focus not only on language teaching but also on digital pedagogy, AI literacy and strategies for developing learner autonomy. Future research should collect primary data from Uzbek higher education institutions and examine differences between urban and regional contexts. Longitudinal and comparative studies could also determine whether Flipped Learning, Personalized Learning and AI-supported instruction produce measurable improvements in language proficiency, self-regulated learning and professional readiness.

Overall, the discussion indicates that the need for English has not disappeared as technology has developed; instead, the nature of that need has changed. English increasingly functions as a means of accessing knowledge, interacting with digital technologies, participating in global academic and professional networks and developing future-oriented competencies. The central challenge for English education is therefore to move beyond teaching English as an isolated subject and develop language education that responds to the academic, digital and professional realities of the contemporary world.

CONCLUSIONS AND RECOMMENDATIONS

This study examined the continuing need for English teaching in the context of globalization, digital transformation and the rapid development of artificial intelligence. The analysis addressed the growing gap between traditional approaches to English education and the academic, digital and professional competencies required in the contemporary environment. By reviewing and synthesizing recent research on EFL, Academic English, Flipped Learning, Personalized Learning and technology-integrated education, the study identified the changing role and importance of English in higher education.

The findings demonstrate that English remains essential for accessing international research, participating in academic and professional communication, developing digital competence and improving opportunities for professional development. The reviewed studies also indicate a clear movement toward learner-centered approaches. Flipped and Personalized Learning can support learner autonomy, self-regulated learning, flexibility and active engagement. However, their effectiveness may be influenced by teacher workload, student motivation, differences in language proficiency, technological access and limitations in existing research evidence. The analysis also highlights the growing potential of AI tools for language practice and feedback, while emphasizing the importance of responsible and critical use of these technologies. The study contributes to existing research by viewing English not simply as a foreign language or academic subject, but as an important form of linguistic human capital that supports academic participation, digital literacy, professional mobility and international engagement. At the same time, the limited Uzbekistan-specific evidence identified in the literature demonstrates the need for further contextual investigation.

In conclusion, the need for teaching English remains highly relevant, but its purpose and requirements are changing. Effective English education should increasingly combine language proficiency with academic skills, digital literacy, AI literacy, learner autonomy and professional communication. Future empirical research in Uzbekistan can build on these findings by examining how such approaches function in local higher education settings and how effectively they prepare students for an increasingly globalized and AI-driven world.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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