

THE ROLE OF ENGLISH LANGUAGE IN HIGHER INSTITUTIONS**Klyuchnikova Larisa V.**PhD in Philology, Associate Professor,
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Abstract: this work affirms that the processes of globalization and integration in the modern world determine the increasing role of the English language in education. The writer underlines that world's leading universities have been using it as a means of teaching (English medium Instruction). The author considers teaching disciplines in English in countries where English is not the language of communication of the majority of the population. This is the fundamental difference between this phenomenon and the subject-language integrated learning, designed primarily for residents of the European Union. The writer underlines this approach to mastering the content of learning through a foreign language and at the same time a language through a subject. As for the English medium Instruction approach, it can find application in the conditions of the Russian university education system.

Keywords: globalization, internationalization, education environment, an English medium education system, an English medium instruction system, a language of learning and teaching, multilingual higher education, a holistic approach, a neutral language, bilingual programs, multilingual programs, language policy.

Globalization has created a competitive higher education environment. An English medium instruction system in higher education as a phenomenon reflects the rapid growth in English medium instruction programs offered at institutes of higher education. An English medium education system is one that uses English as the primary medium of instruction - particularly where English is not the first tongue of the students. Initially this is associated with the expansion of English from its homeland in England and its spread to the rest of Great Britain and Ireland, beginning in the sixteenth century. The rise of the British Empire increased the language spread to British colonies and in many of them it has remained the medium of education. The growth in provision of English medium education, the use of English to teach academic subjects in countries where it is not the primary language of communication has been rapid.

Since the beginning of the twentieth century there has been a large increase in the number of universities across the globe that offer English programs where English is not an official language. This phenomenon is known as English medium instruction. There is a growing number of research work on this phenomenon, which explores issues such as the development of English medium instruction in different countries, reasons for the spread of English medium instruction. It has led to concerns about the quality of education, accessibility to education. English medium instruction effect on improving student proficiency of English is still an under investigated phenomenon in science.

Approach to English as a language of learning and teaching in higher education and the role of English in higher education is being widely discussed. English as a neutral language among speakers of other languages enables the exchange of ideas and people, international collaboration and networking in research and educational work.

English as a language of education, science and business, opens up opportunity for nations in all spheres. English as medium of instruction in higher education helps develop English language proficiency, providing skills for success in a globalized world.

But the dominance of English leads to a lack of linguistic diversity. English in higher education worsens inequalities, supporting existing power structures. English medium instruction is a cause of the commercialization of higher education.

English plays a central role in higher education around the world. English provides young people with skills for employability, better access to networks and professional opportunities. Higher education is not compulsory and students attend voluntarily. Most higher education environments are multilingual, where more than one language is used.

The internationalization of higher education increased people mobility and opened up possibilities for intercultural exchange. Globalization of higher education creates diverse and complex multilingual and multicultural environments. A holistic approach to English as a medium medium of education sets impact on whole educational system.

Despite the innate multilingual nature of higher education and English as a medium of education contexts, multilingualism is often ignored in higher education. The reasons for this are complex. Getting a multilingual form of English medium education requires a conceptual shift in perceptions of multilingualism in the sphere of higher education. From a problematic approach to an approach, which values the full linguistic resource of students and the opportunities multilingualism presents. While these approaches may be successful in certain environment, there is an evidence that a more holistic approach to multilingualism better reflects the way in which multilingual speakers process language.

The difficulties in moving to an English medium education system demand decision-making processes around a language of learning and teaching in higher education. The English medium education system should be context specific and adequately funded.

English is now used actively across the globe and native English is now in minority usage on a global scale, native speaker models still predominate in English language teaching materials.

The goal of English as a medium of education is to cultivate successful communicators who can use their linguistic skills in a globalized world. The curriculum and materials used within English support programs for students may also reflect native norms. Native speaker remains highly demanded in educational environment.

Opinions vary as to the efficacy of developing a written language policy for higher education either at national or institutional level. While policies can provide clarity and standardize practice, they can also limit on the autonomy of institutions and classrooms. Higher education environments are dynamic environments, which change regularly, making the formulation of official policy difficult.

Good English medium education requires a language policy, which describes the role of both English and other languages, rather than just an English policy. Recognized good practice in language policy highlights the importance of consultation.

A change to the English medium education system is not just business as usual but in another language it has far reaching impacts both inside and outside the classroom. Good quality of English medium education requires commitments of time and resource, both to the decision-making process and to its implementation.

The role of this approach has especially increased due to the popularization of the European higher education system on a global scale. Despite the widespread use of this approach, there is no single tradition of teaching academic subjects in English in Europe. The most popular subjects for studying in English are economics, business and engineering. Psychology, art and design are less in demand from this point of view. It is worth noting that the process of learning using English as an educational platform does not imply a simple translation of the content of subjects into English. Such a learning model assumes the possession of professional communicative competence at a level that allows you to gain professional experience necessary for further full integration into the professional environment, therefore, all participants in the educational process using language as a means of teaching should be fluent in English.

A communicative approach can find application for the implementation of this experience. As well as competence based approach and information and communication approach to improve professional competencies using digital technologies in the process of teaching in English.

The integration of English into the content of special disciplines leads to the creation of a new learning paradigm in which English language teachers and subject teachers must actively interact with each other to guarantee success in learning. In order to achieve the goals, the involvement and interest of the university management is also important. In this regard, the university management proposes the creation of discursive areas accessible to teachers and students, as well as holding various workshops and seminars that help create a corporate image of the university multilingualism, continuing the policy of using international teaching staff in an increasing number of training profiles.

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