

L.A. Turumbetova

Egyptian University for Islamic Culture Nur-Mubarak,
Kazakhstan, Almaty, e-mail: t.lyaila@mail.ru

THE IMPACT OF GLOBALIZATION ON THE ORIENTAL LANGUAGES, EDUCATION AND CULTURE

This article focuses on oriental languages such as Arabic, Hindi, Bengali, and Japanese. The author pays great attention to the functionality of these languages in different countries: in particular, in Egypt, India, Bangladesh and Japan. The main goal of the study is to analyze materials related to the position of these languages in the world, to identify phenomena that reveal some changes in language and culture. Due to changes in the language system, due to the globalization process taking place throughout the world, English retains the status of the most important language of international communication. After analyzing the linguistic situation in these countries, the author believes that globalization has a serious impact on national education systems. The main languages of instruction in many countries are the state language of the country and English. The author points out the problems of national schools, such as the danger of lack of achievements in national education, the unification of educational systems of eastern states.

Key words: language , language system, education, culture, globalization.

Л.А. Турумбетова

Нур-Мубарак Египет ислам мәдениеті университеті, Қазақстан, Алматы қ., e-mail: t.lyaila@mail.ru

Жаһанданудың шығыс тілдеріне, әлемдегі білім мен мәдениетке әсері

Бұл мақалада араб, хинди, бенгал, жапон сияқты шығыс тілдері қарастырылады. Автор әр түрлі елдерде, атап айтқанда, Мысырда, Үндістанда, Бангладеште, Жапонияда осы тілдердің функционалдығына үлкен мән, көңіл бөледі. Бұл зерттеудің негізгі мақсаты – осы тілдердің әлемдегі жағдайына байланысты материалдарды талдау, мәдениеттегі, тілдегі кейбір өзгерістерді құбылыстарды анықтау. Тіл жүйесіндегі өзгерістерге, бүкіл әлемде болып жатқан жаһандану процесіне байланысты, ағылшын тілі халықаралық байланыстың ең маңызды тілі мәртебесін сақтайды. Автор аталған елдердегі тілдік ахуалды талдағаннан кейін, қазіргі кезде жаһандану ұлттық білім беру жүйесіне айтарлықтай әсер етеді деп санайды. Көптеген елдерде оқытудың негізгі тілдері – бұл елдің мемлекеттік тілі және ағылшын тілі. Мақсатқа жету үшін оқу-тәрбие процесін танудың ғылыми әдістері қолданылды. Негізгі әдістердің бірі – диалектикалық әдіс, ол қарама-қайшылықтар мен оларды шешудің салдарын ескере отырып, зерттеу объектісі мен тақырыбының көріністерін қарастыруға мүмкіндік береді. Сонымен қатар әдістер қолданылды: аналитикалық, салыстырмалы-тарихи, формальды-логикалық. Автор ұлттық мектептердің проблемаларын атап өтеді. Біріншіден, білім берудегі ұлттық жетістіктен айрылу қаупі. Екіншіден, шығыс мемлекеттерінің білім беру жүйелерін біріктіру.

Түйін сөздер: тіл, тіл жүйесі, білім, мәдениет, жаһандану.

Л.А. Турумбетова

Нур-Мубарак Египетский университет исламской культуры, Казахстан, г. Алматы, e-mail:t.lyaila@mail.ru

Влияние глобализации на статус восточных языков, образование и культуру

В данной статье рассматриваются восточные языки, такие как арабский, хинди, бенгали, японский. Автор уделяет большое внимание функциональности этих языков в разных странах: в частности, в Египте, Индии, Бангладеш, Японии. Основной целью этого исследования является анализ положения этих языков в мире, выявление некоторых изменений в культуре, языке. В связи с изменениями в языковой системе, из-за процесса глобализации, происходящего во всем мире, английский язык сохраняет статус важнейшего языка международного общения. Проведя анализ языковой ситуации в этих странах, автор считает, что в настоящее время глобализация оказывает серьезное влияние на национальные системы образования, на развитие культуры в целом. Основными языками обучения во многих странах являются государственный язык данной страны и английский язык. Для достижения цели использовались диалектический метод, а также

аналитический, сравнительно-исторический, формально-логический. Автор особо отмечает в статье проблемы и значение национальных школ. Во-первых, это опасность утраты национальных достижений в образовании. Во-вторых, унификация систем образования восточных государств.

Ключевые слова: язык, языковая система, образование, культура, глобализация.

Introduction

Since time immemorial, the main factors uniting ethnic groups have been language, traditions, mentality, culture, religion, history, and the importance of these factors has not diminished, but in some situations and regions they are becoming increasingly important. Any language is a cultural code that forms the philosophy of a person's life, his system of values, behavior style and way of thinking. The main political value is a fair state, and the main cultural value for its citizens is the national language. Language is a prerequisite for the existence of a nation. All languages are equal from a linguistic point of view. Language is considered the most important part of any culture, because people communicate with it, and communication plays an important, perhaps the most important role in transmitting cultural characteristics from one generation to another. The subject of this study is the impact of globalization on languages that currently exist in the countries of the East, in the eastern hemisphere of the Earth. Particular attention is paid to such oriental languages as literary Arabic, Hindi, Bengali, Japanese; their position in the world and the impact of the English language on the countries in which these languages are spoken. In the twenty-first century, eastern states, their languages, and culture face such powerful challenges that can largely determine their future for many decades to come.

To develop relations between countries and people on the basis of mutual respect and trust, as well as to effectively conduct business in the international arena, an understanding of the country's social, political, economic, demographic, cultural and ideological characteristics is necessary. Each language embodies a diverse and in many ways unique understanding of different ways of thinking and life, as well as the history of countless cultures and peoples around the world. Thus, people learn languages for mutual understanding, mutual enrichment, and not just for instrumental purposes, but students want not only to learn, but also to use the learned languages.

Providing better educational services, ensuring equal opportunities in the field of national language / languages is the task of governments. However, at

present there is a linguistic inequality in the world. Communication today is usually supported by information and communication technology (ICT). For this reason, the relative level of development of a country and its national language can be measured by the average ability of its citizens to use information in this language to transfer knowledge and build capacity. The development of the knowledge society is accelerated by the development of ICT, especially due to the convergence of telecommunications and computer technology, with a tendency towards the unification of mobile computers and communications (MCC). As ICTs become more widespread, there is an urgent need for effective and efficient methods for their use and raising the technical level of language communication.

In its written and oral versions, language forms and supports our life. The language accompanies us domestically and abroad, helps us formulate concepts, proposals at different stages of our development and growing up, helps us discuss any meanings, ideas. "Speaking two or more languages is a natural way of life for three quarters of humanity. "In the modern world, monolingualism is not a force, but a disadvantage." (Crystal, 2006: 409). Very few modern societies can be considered homogeneous; they are becoming more diverse, whether in the languages they speak, or in the way people live and express themselves (their culture). The reality of a multilingual and multicultural society is that languages interact, influence each other. Learning a language and languages is a huge opportunity to study the international community of the world, intercultural content and problems.

Due to globalization, the process by which people of the world come together in a single society and function together when the world becomes a limitless social sphere makes truly comprehensive and universal communication possible. African people can chat with Canadian citizens in real time. Or someone in the United States can send an email to a friend in India and receive a reply message in their inbox in less than one minute. The transmission of information via the Internet forces people living in different countries of all continents to join the same news that is transmitted around the world almost simultaneously. The benefits of globalization lie not only in universal instant

awareness, they are numerous. Globalization makes travel easier, whether in densely populated urban or remote rural areas. Food and medicine can now quickly get to where they are urgently needed. The process of globalization is a combination of economic, technological, sociocultural and political movements. This movement of people, goods, capital and ideas is due to increased economic integration. These changes are characteristic in general for the phenomenon of multinational and transnational dynamics, exerting a great influence on the achievement of the ultimate goal of business processes and the rules of world trade.

However, some people view globalization as an ambiguous process with many positive aspects as well as disadvantages. There is speculation that it threatens the environment and also destroys national cultures. Globalization makes rich countries richer and developing countries even poorer than before. Many antiglobalists fear that unequal access to knowledge, information technology and the dominance of international communication languages will cause inequalities in education.

Justification of the choice of the theme, goals and objectives

It should be noted that globalization has influenced the use of languages and indeed replaces a number of languages that until recently played a rather significant role in the exchange of information between people. Thus, English, penetrating the countries of the Middle East and the Gulf, crowds out Arabic, and in Latin America English crowds out Spanish. Some experts believe that we are witnessing a process of replacing uniformity and homogeneity with new, hybrid forms of culture and language (Graddol, 1997: 66).

The importance of English as a global language is growing rapidly. In many parts of the world, English has the status of “lingua franca” due to the military, economic, scientific, political and cultural influence of the British Empire in the 18-19 centuries and the influence of the United States from the middle of the 20th century to the present. Due to the global influence of native English speakers in the entertainment, air transport, media, science and Internet industries in recent decades, this language is now the most widely studied second language in the world. In the region of the Arab countries, for example, many young people consider English more prestigious than the Arabic language and prefer it to the detriment of their national language, or rather its local version (dialect). (John A. Morrow, 2007).

In most countries, language training begins quite early. English is usually the first or most frequently taught foreign language in many of them. English also surpasses other languages in the presence of a very significant number of non-native speakers. It is clear that globalization makes English particularly important not only at universities, but also in many other areas of life, such as computer science, diplomacy, medicine, world trade, shipping and entertainment. It is estimated that in the near future it will be actively studied by 2 billion people. Moreover, most of the latest literature in science and technology, space research, nuclear technology, medicine, information technology is available in English. Based on numerous studies and tests, language agencies and experts claim that one in four people in the world speaks English with some degree of competence.

One of the directions of the human rights movement around the world has become the requirement to ensure the linguistic rights of nations and peoples, that is, the right to receive education in their native language. At present, when the principle of multilingualism is gaining increasing support at all levels, including the internal life of ethnically heterogeneous states, in some countries multilingualism is legally fixed and rich positive experience has been accumulated in the field of intercultural and interlanguage communication. No one will dare to deny the importance of national heritage in the life of people and the history of peoples; its role for development, stability and prosperity is undeniable. However, some people believe that over time, heritage should be rethought to take into account progress in knowledge and changes in lifestyle. Conservatism and blind attachment to one's legacy can lead to stagnation. Cultural self-isolation and lack of interaction with other communities will damage identity, authenticity and vitality. Like any living organism, the heritage should be subjected to the beneficial effects of the environment, learn new things, perceive the ideas, concepts and experience of human civilization.

Scientific Research Methodology

In the course of the study, general scientific methods were used, such as analysis, synthesis, classification and generalization, as well as comparative research, the dialectical method, the comparative historical method, and the logical method.

Results and discussion

In this article, we consider the languages of the countries of the East, which are used by a huge

number of people. These are Arabic, Hindi, Bengali and Japanese. Arabic, which is the language of the Semitic group, ranks fifth among the most widely spoken languages in the world. It is the mother tongue for 260 million native speakers and a second language for 200 million people in North Africa and West Asia. Arabic has an official state language status in 24 countries: Algeria, Bahrain, Chad, Comoros, Djibouti, Egypt, Eritrea, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, North Sudan, Syria, Tunisia, the United Arab Emirates and Yemen, as well as in the occupied Palestinian territories. Although the Arabic language has a set of separate dialects along with the literary form, due to the common written standard form of the language and the common cultural and religious heritage, most native speakers see all varieties of Arabic as forms of one language. However, in most Arab-speaking countries, standard Arabic is spoken or, in any case, understood only by those with a formal education. Modern spoken Arabic differs significantly from one region to another. The Arabic alphabet is also used in languages such as Farsi, Urdu, and Pashto. Arabic is used as one of the official languages of recognized international organizations such as the United Nations, the International Criminal Court, the African Union and the League of Arab States.

In Egypt, during the spread of Islam, the growth of the Arabic language was quite slow, since the indigenous population in the country already used Coptic and Greek. In Spain and Persia, the Arabic language had limited distribution. With the conquest of each new country, the Arabic language was enriched, as words from local languages entered it, giving it new words and meanings for areas such as government, law and science. In addition to the diversity and expressiveness already available, all these external influences helped to develop the Arabic language as an instrument for managing the empire. The occupation of Egypt by the French and British brought other cultural influences (Stopikowska, 2012: 129). Today, the Egyptians make up the largest ethnic group, and the country has only one official language - Arabic. Classical Arabic, as we have already mentioned, is taught in schools and universities. Some tribes and ethnic minorities speak Arabic, although they retain their dialects. At the same time, the national education system involves the training of specialists who speak modern European languages, providing access to world science, innovative technologies.

Egyptian public universities, including the oldest of them, Al Azhar University, usually consist

of several faculties in various disciplines, and the Arabic language is used in teaching, humanitarian, commercial and educational faculties. According to David Graddol, spoken Arabic is likely to become more standardized and widely used, which is facilitated by the development of the media, especially Al Jazeera and similar international agencies (Graddol, 2006, 63). It is obvious that the Arabic language will continue to actively develop due to the increase in the number of speakers. In Indonesia, the country with the largest Muslim population in the world, Arabic is one of the widely used foreign languages, along with English, Chinese, Japanese, Korean, German, Dutch, and French. Due to its religious significance, the Arabic language has a high status in Indonesian society and is taught in public and private schools and universities, especially those associated with Islamic educational institutions. In a number of universities, the Arabic language course is intended not only for students studying this language, but also for students studying in non-Arab faculties.

At present, in a globalized society, it is more important to be sociable in the dominant language common in global communities, as well as to maintain their cultural identity by preserving or learning the language of their minority.

The next language we are considering is Hindi written in Devanagari. More than 600 million people worldwide speak Hindi. Hindi is the official language of India, spoken in countries such as Nepal, Mauritius, Fiji and Guyana. Indians whose native language is not Hindi speak it as a second language. It is difficult to consider the influence of the Hindi language, not to mention Urdu. Urdu is the official language of Pakistan. Both languages go back to one of the dialects of the Persian dynasty of the Mughal Empire, and absorbed the influence of the Persian language. However, Hindi historically retained more words from classical Sanskrit; and Urdu has more terms derived from Persian and Arabic.

Language has often been used as a means of pressure in political games since ancient times. History shows how language overcame barriers to uniting people and even created the basis of resistance. In 1918, Mahatma Gandhi called for Hindi to be given the status of the country's national language. He believed that in this way Hindi could unite the country. On September 14, 1949, the Constituent Assembly approved Hindi as the official language of India. Many citizens of the country believe that the national language controls the political fate of the country, since its widespread distribution in the north and central parts of the

country coincides geographically with the most active political territory, where it is decided who will be the next prime minister.

Hindi was chosen as a means of instruction at the elementary school level. To a large extent, as a result of this colonial policy, representatives of the urban middle class and educated villagers throughout the zone - an area that approaches the area of northern India, south through the state of Madhya Pradesh. Within this zone, the extent to which regional languages resemble standard Hindi varies greatly. Maithili - the easternmost regional language of the Hindi belt - has more historical similarities with Bengali than with standard Hindi. Similarly, Rajasthani, the westernmost language of the belt, in some respects resembles Gujarati more than standard Hindi - they claim to be Hindi speakers because using these regional languages or dialects in public places, that is, outside the circle of family and close friends - is perceived as a sign of inadequate education. Speaking standardly, Hindi gives the same status to people in this region as spoken English in southern India; both are seen as languages of upward social mobility. Thus, people in search of a new job, marriage and the like should use standard Hindi in everyday communication. In many cases, young people now only have passive knowledge of their regional languages. Especially since the 1950s, the prevalence of media (radio, television and films) and growing literacy have led to an increase in the number of carriers of standard Hindi.

Language flourishes by attracting people and not through imposition from the above. One major attraction has been the Hindi film industry, which has popularized the Hindi language in non-Hindi speaking areas of India. As historian Ramachandra Guha writes, Hindi cinema, over time, "made the Hindi *language* comprehensible to those who previously never spoke or understood it. When conveyed seductively by the medium of cinema and television, Hindi has been accepted by the people of the south and the east who resisted speaking it at the beginning.

In addition to the press, the English language affects the film and theatre sectors as well. London model, which came to India with the British in the late eighteenth century influenced greatly on Indian theatre. Generations of Indians have grown up on American fiction and Hollywood films. Today Indian English films are meant for an English-speaking Indian audience. "Based on these complex usages of the English language in India and due to India's solid number of 1.2 billion inhabitants,

there are round about 125 million English-speakers, which make India, right after the USA, one of the countries of the world with the highest number of English-speakers"(Hinz,2012). English is critical for successful participation of India in the global economy, that it provides individuals with access to crucial knowledge, skills and employment opportunities and enables organizations to create and sustain international links. "In terms of numbers of English speakers, the Indian subcontinent ranks third in the world, after the USA and UK. This is largely due to the special position, which the language has come to hold in India itself. There are also considerable numbers of English speakers elsewhere in the region, which comprises six countries (India, Bangladesh, Pakistan, Sri Lanka, Nepal, Bhutan) that together hold about a fifth of the world's population"(Crystal,1994:101).

The next language to consider is Bengali, or its other name, *Bangla*, which is a member of the Indo-Aryan group of the Indo-Iranian branch of the Indo-European language family. It is spoken by more than 210 million people as a first or second language, with about 100 million people speaking Bengali in Bangladesh; about 85 million in India and large immigrant communities in the United Kingdom, the United States, and the Middle East. It is the official language of Bangladesh and one of the languages officially recognized in the constitution of India. Bengali usually ranks seventh in the world in the number of people who speak it as their native language. It is also the second most widely spoken language in India. Bengali linguists Suniti Kumar Chatterjee and Sukumar Sen suggested that the Bengali language originated in the 10th century AD and comes from the Magahi Prakrit (spoken language) through the Magahs of the Apabhramsha (its written counterpart). Bengali scholar Mohammed Shahidullah and his followers proposed a competing theory, suggesting that language originated in the 7th century AD and developed from oral and written Gouda. (Shahidullah, 1959).

Although Bengali is an Indo-European language, it was influenced by other language families prevailing in South Asia, in particular the Dravidian, Austro-Asian and Tibetan-Burmese families, which contributed to the Bengali dictionary and provided the language with some structural form. Recent studies show that the use of local and foreign words is expanding, mainly due to the preference for Bengali-speaking conversational style.

As for the English language in Bangladesh, it is significant in many ways. To meet the global demand for skilled labor, knowledge of the English language

is imperative. Teaching English in Bangladesh has become a matter of paramount importance for maintaining economic growth and developing a skilled workforce. Knowledge of English will provide the nation with more opportunities on the world stage. According to the Constitution of Bangladesh, “the state language of the republic is *Bangla*.” *Bangla* is the official national language of Bangladesh, and English has been declared *lingua franca* for use in communicating with foreign countries.

However, the government does not officially recognize English as a second language, English serves as a second language for people with higher education and social status. Even as a foreign language, English plays a special role in national educational policies. English is widely used at all levels of education. According to government policy, English is a compulsory subject up to secondary education. Recognition of the importance of teaching and learning English is also evident in Bangladesh’s educational policy in 2010, according to which English has become a compulsory subject in elementary school, in high school and in all colleges and universities. English is recognized as an important tool for building a knowledge-based society.

Education Policy 2010 requires the introduction of English from the very beginning of primary education; Further, its teaching continues at the next stages of training. This attitude shows the extent to which citizens of the country value and consider it necessary to learn English in their education. Nevertheless, the patriotic intelligentsia demands to preserve the national language with all its wealth and history, without sacrificing it to a foreign language. For this, they believe, it is necessary to develop appropriate strategies and methods, as well as organize the right language planning and policies at the state level.

Bangladesh needs a nationwide information program, a government decision, contributions from educators, writers and linguists, as well as the active participation of the media. Bilingual education policies, comparative language studies, language planning, and constructive language studies can increase language awareness. According to scientists, the vast majority of the population today are native speakers of the *Bangla* language (85 percent). According to the 1991 census (Hossein and Tollefson, 2007: 243), Bangladesh speaks 60 languages, many of which have a significant number of speakers (for example, Chittagon with 14 million and Sylheti with five million). These languages play

an important role in society, especially in rural areas and among the ethnic minorities of Bangladesh.

After a long struggle for autonomy, part of which was motivated by the creation of a movement to study the Bengali language, Bangladesh achieved independence in 1971. In the early stages of nation-building, as part of efforts to both decolonization and in relation to the nation the use of *Bangla* was extended to most areas regulated at the national level, including the education system, while the use of the Urdu language (which the *Bangla*-dominated population rarely spoke) and, to a large extent, English, were suppressed. As a result, since 1971, it has been reported that there has been a “serious decline in the level and status of English in Bangladesh” despite the expansion of the linguistic globalization of the English language in the wider world (Banu and Sussex 2001: 131). However, since the 1990s, it seems that a new understanding of the importance of English has emerged thanks to globalization, satellite television, the growth of the IT industry and the clothing industry of Bangladesh. Since the *bangla* is so central to the cultural and political identity of the nation, however, there is a concomitant fear that English may function as a “crowder of national traditions, a tool for continuing imperialist intervention.” In the minds of most people, national identity and learning English are positioned as antagonistic, not complementary.

The next language under consideration is Japanese, the national language of Japan. It is an East Asian language spoken by more than 130 million people, making it the ninth most widely spoken language in the world. Outside of Japan, another 5 million people speak Japanese with a certain degree of knowledge. Japanese is a member of the Japanese (or Japanese-Ryukyuan) language family. Little is known about the background of the language. The origin of the Japanese is in considerable controversy. It is believed that the Japanese are associated with the Ural-Altai family, which includes Turkish, Mongolian, Manchu and Korean. Korean is most often compared to Japanese, since both languages have important key features, such as a common structure, vowel harmony, lack of conjunctions and the widespread use of honorary speech, in which the social rank of the listener greatly influences the dialogue. However, the pronunciation of Japanese is significantly different from Korean, and languages are mutually illegible.

The Japanese language has an extremely complex writing system, consisting of two sets of phonetic syllables (approximately 50 syllables each) and thousands of Chinese characters called *kanji*, about

2000 of which the Ministry of Education identified as compulsory education before graduating from high school. During the *Heian* period (794–1185), the Chinese had a significant influence on the vocabulary and phonology of the ancient Japanese language. Late Middle Japanese (1185–1600) included changes in features that brought it closer to the modern language, and the first appearance of European loanwords. The standard dialect moved from the Kansai region to the Edo region (modern Tokyo) during the early modern Japanese period (early 17th century - mid-19th century). After the voluntary isolation of Japan in 1853, the flow of borrowed words from European languages increased significantly. English borrowing, in particular, has become frequent, and Japanese words from English roots have become widespread.

International interest in the Japanese language dates back to the 19th century, but became more widespread after the economic growth in Japan in the 1980s and the global popularity of Japanese popular culture (such as anime and video games) since the 1990s. As of 2015, more than 3.6 million people have studied the language around the world, especially in East and Southeast Asia. As of 2017, more than 267,000 foreign students are studying at Japanese universities and Japanese language schools, including 107,260 Chinese, 61,670 Vietnamese and 21,500 Nepalese.

Japan is one of the world's leading industrial powers and is remarkable for its economic growth since World War II, considering it has few natural resources. Following the devastation of the Second World War, Japan redoubled its efforts to “catch-up” other developed countries. The country quickly moved up the value-added chain through a combination of high birth rates following the war, export-driven economic growth leading to an explosion of manufacturing jobs, until, by the early 1980s, the Japanese economy was globally dominant. As such, by the 1980s, Japan became unique, first, in being the only country in the region whose social conditions facilitated genuine comparison with the “advanced” countries of the West, second, a model for “modernization” that other countries in the region could emulate (Rappleeye, 2007).

Currently, Japan has gained reputation and economic power in the production of high-quality industrial goods. Many people around the world are interested in Japanese technology, business, and culture. Japanese learn English at school for at least three years. Some have six years of formal training, and those who studied at the university can have

up to ten or more years of English. Since English is the main language of globalization, it has clear advantages. For a long time, English was taught using the grammar translation method in Japanese schools and universities. This led to the inability to work in English at the workplace. Many scholars believe that learning and teaching the language in Japan in the era of globalization is still influenced by the *kokusai* discourse (internationalization), which combines “anglicization” and nationalism. It means that the development of international understanding and intercultural communication skills is largely focused on the English language of the white middle class and the founding Anglo-culture, and not on other languages and cultures that make up the linguistic and ethnic diversity of Japan, as well as world. In language education, insufficient attention is paid to the growing ethnic and linguistic diversity at the local and global levels, as well as the need for democratic coexistence of the main population of Japan, ethnic and linguistic minorities in Japan and people from all over the world. (Black, 2002: 65). In a rapidly aging and declining population, the Japanese should be able to work with foreign colleagues. One of the interesting projects supported by the Japanese government is the Japan Exchange and Teaching internationalization program. Junior and senior high school students across Japan learn about non-Japanese cultures at earlier stages of their lives and are encouraged to imitate their new role models. The presence of so many non-Japanese people is forcing Japanese to rethink traditional values and attitudes. Knowledge of English will help the Japanese create alliances and partnerships with foreign institutions in the fields of business, science and technology, research, higher education. Japan and the Japanese are forced to rethink their identity through globalization. Japan has become a country in which a person can no longer lead a normal life without certain knowledge of English, not to mention those “Japanese-English” words. Nowadays, the older generation of people who have been influenced by many borrowed words should have experienced incredible difficulties in understanding the Japanese language.

Summary and Conclusions

Globalization is a fact that we cannot ignore. This is a continuous, not a completed process. The phenomena of globalization will continue to move into the future. “Globalization has serious implications for a nation state. But this is inextricably linked with the development and requirements of market capitalism. Huge flows of money move

between foreign exchange markets in different countries (much more than the amounts needed for world trade). It is becoming increasingly difficult for the state to exercise effective power in its traditional territory "(Abercrombie and Warde et al 2000: 15). Nowadays, the world around us is changing dramatically. "The state is under increasing pressure to become an encouraging owner of transnational business, seeking to attract domestic investment, offering a safe and stable environment, limited government regulation and an abundance of skilled low-wage labor" (Bauman 1998; CBI 2000),

Globalization and modernization have provided the Eastern countries with various significant advantages in terms of technology and economic development. However, there are other opinions about the consequences of globalization. "In addition to these benefits, globalization is detrimental to traditional cultural heritage. Traditional art and craft, music and dance, language and literature, food and clothing style have been replaced by Western cultural attributes "(Najjar, 2005). According to Najjar, "globalization has greatly influenced Arab culture through the Internet, films, music, art and literature. Due to the advent of globalization, Arabs have lost the bulk of their traditional culture due to their penetration into the regional markets of Western countries of culture. The individuality of people lies in their traditions and culture, which includes characteristics, beliefs, customs, rites, rituals, costumes, language, food, arts and crafts, dances, etc., which can be observed in their characteristics. Globalization has led to the desertion of the various aforementioned features of Arab culture, which

leads to the destruction of the Arab culture as a whole. This leads to various problems, such as difficulties in identifying and discriminating against Arab people based on cultural aspects, as they follow other cultural values. If these conditions do not change, traditional Arab culture will disappear, leading to the loss of rich cultural heritage." (Najjar, 2005).

Globalization affects all aspects of society. Higher education may be one of the most affected by global trends, and the economy and content of the business seem to be particularly affected. The human species is divided into more than six thousand groups, each of which speaks its own language. With this multitude of languages, humanity has brought upon itself a great mixture of languages. But the whole human race remains connected: separation is overcome by people who speak several languages and thus provide a connection between different groups. Multilingualism kept humanity, divided by so many languages, together. Multilingual connections between language groups do not occur randomly, but, on the contrary, they are a surprisingly strong and efficient network that directly or indirectly brings together six billion people on Earth. Today, the epic center of the world's languages is English. English is a language that connects languages with each other. English gained this position at the core of the global language system for a number of historical reasons. Globalization has affected the use of language throughout the world. English is considered a passport for a secure future. This is perhaps the only language spoken on all continents of the world.

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