

ENGLISH AS A MEDIUM OF INSTRUCTION IN EUROPEAN COUNTRIES

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Abstract. *Currently, approximately 60% of subjects are delivered in English at the master's and postgraduate levels in European and Asian universities. This shift towards English instruction at higher education levels not only enhances the international reputation and competitiveness of European universities but also plays a significant role in elevating their global rankings.*

Keywords: *European universities, English-Medium Instruction (EMI), internationalization, competitiveness, standardization, Bologna Declaration, higher education, language instruction.*

Аннотация. *В настоящее время около 60% предметов преподаются на английском языке в магистратуре и аспирантуре в университетах Европы и Азии. Этот подход к преподаванию английского языка на уровнях высшего образования не только повышает международную репутацию и конкурентоспособность европейских университетов, но также играет значительную роль в повышении их мировых рейтингов.*

Ключевые слова: *Европейские университеты, англоязычное обучение (EMI), интернационализация, конкурентоспособность, стандартизация, Болонская декларация, высшее образование, языковое обучение.*

Introduction. European universities have undergone various reforms, such as internationalization, competitiveness, and standardization. (EMI) is used to varying degrees in different parts of Europe: Southern, Northern, Western and Central Europe. The EMI education program, first started in the early 1980s by the Dutch government in the upper grades of schools, was organized in connection with the departure of Dutch workers to work in the Netherlands, with the aim of creating conditions for their children to continue their education in Dutch schools.

It is noted that not all European countries approve the teaching of specialized subjects in English. This can be seen in the case of Italy and France. This direction was considered by the teachers of the Italian Polytechnic University to stifle freedom in education, while the French researchers linked it to the danger of the French language disappearing.

In Croatia, university students and teachers welcomed this method of education, but cultural centers opposed it. However, the adoption of the Bologna Declaration has led to the widespread popularity of EMI in European countries since the 1990s. In Europe, the countries where EMI has been widely implemented since the Bologna Declaration are the Netherlands, Germany, Sweden, France and

Denmark, and almost 80% of the graduating classes in these countries teach all subjects in English. Today, there are mainly 3 areas in European educational institutions: engineering technology; business and management; social studies are taught in English.

Currently, 60% of subjects are taught in English at the master's and postgraduate levels of education in European countries, and this is very important in increasing the international prestige of universities and raising their ranking in the world [1:155].

Danish researchers who conducted research on EMI at Aarhus University. Lueg and others describe this trend in one word as "elite education". In countries where English is not the official language, social stratification is cited as the main reason why students choose to study EMI in English. According to him, upper caste students choose EMI with great freedom and self-confidence, while lower castes study in EMI universities with the encouragement of their family members. As a result of their research, they put forward the following hypotheses:

- the higher the social prestige, the higher the probability of choosing EMI;
- the higher the level of English, the more likely to choose EMI;
- the realization that English is necessary for employment and good results motivates choosing EMI.

The research by Lueg and the team sheds light on how social factors, language proficiency, and the perceived value of English in career prospects influence students' choices regarding EMI. Understanding these dynamics can help educational policymakers and institutions tailor their approaches to address social inequalities and provide equitable access to quality education, regardless of background or social standing.

By exploring these hypotheses and their implications, educators and policymakers can work towards creating a more inclusive educational environment that addresses the diverse needs and aspirations of students from various social backgrounds, ultimately fostering a more equitable and accessible educational system.

They also point out that there are four main objectives for teaching in English at the University of Copenhagen in Denmark:

- 1) to show the world the scientific work done in order to increase the international scientific reputation;
- 2) work with the best foreign students and researchers;

- 3) development of doctoral theses based on international cooperation;
- 4) publishing articles in the most prestigious international journals.

As mentioned, there are more and more master's programs in European countries taught mainly in English. This can also be seen from the table below (see Table 1):

Table 1

European countries in English graduate programs

Names of countries	Master's programs in English	The population
Sweden	764	9,644,864
Germany	763	80,585,700
Spain	378	46,704,314
Denmark	363	5,627,235
Italy	335	59,943,933
Finland	296	5,454,444
Norway	206	5,136,700
Turkey (European part)	164	76,667,864
Ireland	29	321,857
Croatia	5	4,284,889 [2]

Conclusion. The growing trend of English-Medium Instruction (EMI) in countries like China and Japan reflects a strategic shift towards internationalization and competitiveness in higher education. With English emerging as a key medium of instruction, both China and Japan have embarked on educational reforms to enhance their global standing and attract international students. However, despite the progressive adoption of EMI in specialized subjects, challenges persist, particularly in terms of students' readiness and teachers' support.

1. Enhanced Support Systems: Institutions in China and Japan should invest in comprehensive support systems for students and teachers transitioning to EMI. This may include language proficiency programs, mentorship initiatives, and counseling services to address linguistic challenges and ensure academic success.

2. Professional Development: Continuous professional development opportunities for educators can enhance their pedagogical skills in delivering specialized content in English. Workshops, training sessions, and collaborative endeavors can help teachers navigate the complexities of EMI effectively.

3. Focus on Lexical Competence: To address the identified issue of insufficient lexical competence in English, targeted interventions such as vocabulary-building

exercises, language labs, and contextual learning activities can bolster students' language proficiency in specialized domains.

4. Research and Evaluation: Continued research and evaluation of EMI implementation can provide valuable insights into best practices, challenges, and areas for improvement. Collaboration between researchers, educators, and policymakers can drive evidence-based decision-making in enhancing EMI efficacy.

5. Student-Centered Approach: Promoting a student-centered approach to EMI can empower learners to actively engage with the material, seek support when needed, and participate in a supportive learning environment conducive to their academic growth.

By implementing these recommendations and fostering a culture of support, continuous improvement, and student empowerment, institutions in Uzbekistan can navigate the complexities of EMI implementation successfully, ensuring that students receive a quality education that prepares them for global academic and professional opportunities.

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