

DOI: <https://doi.org/10.69722/1694-8211-2024-59-157-162>

УДК: 811.111

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**COMPARATIVE ANALYSIS OF THE ROLE AND PERCEPTION OF THE
ENGLISH LANGUAGE IN THE EDUCATIONAL AND CULTURAL
ENVIRONMENT OF GREECE AND KYRGYZSTAN**

Вестник Иссык-Кульского университета, №59, 2024

157

This comparative analysis examines the role and perception of the English language within the educational and cultural contexts of Greece and Kyrgyzstan. In Greece, English is often viewed as a vital skill for global communication and economic opportunity, influencing curriculum design and cultural engagement. Conversely, in Kyrgyzstan, English serves as a tool for modernization and international integration, yet faces challenges related to local language preservation and access disparities. By exploring these contrasting environments, the study highlights how historical, social, and economic factors shape the value placed on English, ultimately affecting both educational outcomes and cultural identity in each country.

Key words: Bilingual Education, Cultural Identity, Language, Socioeconomic factors, Cultural exchange.

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ГРЕЦИЯНЫН ЖАНА КЫРГЫЗСТАНДЫН БИЛИМ БЕРҮҮ ЖАНА МАДАНИЙ ЧӨЙРӨСҮНДӨ АНГЛИС ТИЛИНИН РОЛУН ЖАНА КАБЫЛ АЛУУНУН САЛЫШТЫРМАЛУУ ТАЛДООСУ

Бул салыштырма талдоодо Греция менен Кыргызстандын билим берүү жана маданий контексттеринде англис тилинин ролу жана аны кабылдоо изилдөөгө алынат. Грецияда англис тили көбүнчө дүйнөлүк баарлашуу жана экономикалык мүмкүнчүлүктөр үчүн маанилүү көндүм катары каралып, окуу планын иштеп чыгууга жана маданий өз ара аракеттенүүгө таасир этет. Ал эми Кыргызстанда англис тили модернизациянын жана эл аралык интеграциянын куралы катары кызмат кылат, бирок жергиликтүү тилди сактоо жана жеткиликтүүлүктүн теңсиздиги менен байланышкан көйгөйлөргө туш болууда. Бул карама-каршы шарттарды карап чыгуу менен, изилдөөдө тарыхый, социалдык жана экономикалык факторлор англис тилинин баалуулугун кантип түзөрү, акырында ар бир өлкөдө билим берүүнүн натыйжаларына жана маданий иденттүүлүгүнө таасир этери баса белгиленет.

Түйүндүү сөздөр: кош тилдүү билим берүү, маданий иденттүүлүк, тил, социалдык-экономикалык факторлор, маданий алмашуу.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ РОЛИ И ВОСПРИЯТИЯ АНГЛИЙСКОГО ЯЗЫКА В ОБРАЗОВАТЕЛЬНОЙ И КУЛЬТУРНОЙ СРЕДЕ ГРЕЦИИ И КЫРГЫЗСТАНА

В этом сравнительном анализе рассматривается роль и восприятие английского языка в образовательном и культурном контекстах Греции и Кыргызстана. В Греции английский язык

часто рассматривается как жизненно важный навык для глобального общения и расширения экономических возможностей, влияющий на разработку учебных программ и культурное взаимодействие. А в Кыргызстане английский служит инструментом модернизации и международной интеграции, но сталкивается с проблемами, связанными с сохранением местного языка и неравенством доступа. Изучая эти контрастные условия, исследование подчеркивает, как исторические, социальные и экономические факторы формируют ценность английского языка в нашем обществе, в конечном итоге влияя, как на результаты образования, так и на культурную самобытность в каждой стране.

Ключевые слова: *двуязычное образование, культурная идентичность, язык, социально-экономические факторы, культурный обмен.*

English has a special place in the modern world, becoming not only a means of communication, but also an important tool for access to knowledge, culture and economic opportunities. In different countries perception of the English language can vary significantly depending on cultural, historical and social factors. In this paper, we focus on a comparative analysis of English language perception in Greece and Kyrgyzstan, two countries with different linguistic and cultural backgrounds. Greece, with its rich history and culture, has always been at the crossroads of Eastern and Western civilizations. In Greece, English has become not only the language of international communication, but also an important tool for career development. Education in English, especially in higher education, has become the norm, and many Greek students choose English programs to increase their chances of a successful career. On the other hand, Kyrgyzstan is a country with a diverse cultural and linguistic landscape, where along with Kyrgyz and Russian, English is still the language of choice. Kyrgyz and Russian, English has not yet taken such a prominent position. After gaining independence in 1991, Kyrgyzstan faced many challenges, and the introduction of English into the education system has become one of the tasks. However, in practice, many students and young professionals have problems related to the lack of resources and qualified teachers. As a result, the level of English language proficiency in the country remains lower than in most other countries in the region. The integration of Greece into the European Union has played a pivotal role in rendering the English language a central factor in contemporary Greek society. Since joining the EU, Greece has experienced a profound transformation in its linguistic landscape, necessitated by a deeper engagement with international partners and institutions. This engagement has established English not only as a vital tool for communication but also as the predominant lingua franca within the region. The resultant demand for English proficiency has surged across various sectors, encompassing business, education, diplomacy, and beyond.

In response to this ever rising demand, a serious effort has been made to prioritize English language education throughout the Greek educational system. Many institutions have adapted their curricula to place greater emphasis on English proficiency, recognizing its critical role in fostering global competitiveness. Language private schools multiplied in numbers, to respond to the demand of acquiring advanced English skills. Furthermore, English is increasingly offered as the primary foreign language in both primary and secondary educational settings, laying a robust foundation for future generations. English language is taught in Greek public schools as from pre-school education throughout all grades (primary and secondary level), that is for more than 12 years.

Additionally, the advent of digital technology and globalization has substantially facilitated the dissemination of English-language media, amplifying its influence across Greece. As a result, the Greek population is flooded with English-language content, including news articles, entertainment, and academic resources. This influx has also encouraged the informal integration of English phrases—often referred to as "greekglish"—into everyday

Greek conversations, particularly among young people. This adaptation reflects a broader cultural phenomenon where languages interact and evolve in contemporary communicative practices.

The tourism in Greece is based on good English speaking skills. As a country, the economy of which lies heavily on tourism, effective communication in English has become indispensable for professionals and service providers in the tourist sector. English is the main language for communication in many tourist hotspots, facilitating interaction between locals and tourists. This economic imperative has entrenched English proficiency as an indispensable skill in the labor market, prompting an ever increasing emphasis on English language training in vocational education programs.

However, significant concerns have emerged, because of the rise of global English in Greece, regarding the potential erosion of the Greek language and cultural identity. Some linguists argue that the pervasive use of English, especially in urban areas, may contribute to the dilution of Greece's linguistic heritage (e.g. worries for the preservation of Greek idioms, expressions), while others assert that the dynamic interplay between English and Greek has the potential to foster a richer linguistic environment, promoting cultural exchange.

Cultural perceptions of English also vary in the two countries. In Greece, English is widely used in pop culture, including music, movies and literature, which create a positive attitude towards learning English. Greek youth actively consume English-language content, which promotes natural language acquisition. In Kyrgyzstan, the influence of English in mass culture is still limited. Local people more often refer to Russian and Kyrgyz in everyday life, which creates additional obstacles to learning English. English in Kyrgyzstan is becoming increasingly relevant in the context of globalization and the country's integration into the international community. In recent years, there has been a growing interest in learning English, especially among young people and professionals seeking to improve their career prospects. However, language proficiency and its use in everyday life continue to face certain challenges. English is introduced in the school curriculum starting from primary grades. In most cities, such as Bishkek and Osh, schools offer English courses, but the quality of teaching can vary considerably. In larger cities, there are specialized language courses and institutions where English is taught more intensively. However, in rural and remote areas, access to quality teaching is often not available. Many students choose to study English in higher education, but sometimes programs do not provide enough practice. The lack of qualified teachers and modern teaching materials also affects the quality of education. English in Kyrgyzstan is perceived as a necessary tool for career development and participation in international projects. However, Russian and Kyrgyz dominate in everyday life. In mass culture, the influence of English is still limited: most movies, music and literature are presented in native languages. Nevertheless, young people actively use English to communicate on social media and consume content on international platforms, which promotes natural language acquisition. Kyrgyzstan is actively developing economic ties with other countries, and English is becoming an important medium for doing business and communicating with foreign partners. Many students seek education abroad, which creates demand for quality English language courses. International organizations and NGOs are also actively involved in English language education, offering programs for different population groups. Despite the growing interest, Kyrgyzstan faces several challenges in the field of English language learning. The main difficulty is the lack of qualified teachers, especially in remote areas. Many teachers do not have sufficient training to teach the language effectively, which negatively affects students' proficiency levels. In addition, educational resources are often outdated and not up-to-date [5].

In the future, English will continue to gain popularity in Kyrgyzstan. Government policies are expected to improve the quality of teaching and the availability of resources. Private initiatives, such as opening new language schools and programs, can also play an important role in increasing English proficiency among the population.

According to various studies, the level of English proficiency in Greece is quite high. Most young people are able to hold a conversation in English, making the country one of the leaders in terms of language proficiency in Europe. In Kyrgyzstan, English is also included in the curricula of schools and universities, but the quality of teaching and access to learning materials can vary widely. A curriculum for relevant pedagogical training of teachers in higher education system the ICT Competency Framework, which reflects the characteristics of the stages of informatization, describes the levels of ICT competency testing for preserve teachers. In some regions there is a shortage of qualified teachers, which makes learning difficult. Unlike in Greece, English in the Kyrgyz context is less prevalent in media and culture. Russian and Kyrgyz are more prominent in everyday life, which limits opportunities to practice English. Kyrgyzstan is developing international ties, but English has still not become the main language of communication. Motivated learners tend to do so in the context of career goals or study abroad. The level of English proficiency in Kyrgyzstan is generally lower than in Greece. Many language learners face language barriers and lack of practice, which hampers their ability to communicate. In Greece, motivation to learn English is much higher due to its importance in studies and career. In Kyrgyzstan, motivation often depends on personal goals and limited resources. Systematic teaching and access to resources in Greece create a more effective educational environment. In Kyrgyzstan, the quality of education can vary, which affects the overall level of language proficiency. English in Greece is perceived as an important tool for career development and integration into the international community. In Kyrgyzstan, it is seen as a foreign language not studied by all, which reduces its social status. English plays an important role in both countries, but the perception is different. In Greece it is an integral part of educational and cultural life, whereas in Kyrgyzstan its learning depends on many factors, including the availability of resources and motivation. Understanding these differences can help in developing more effective methods of teaching English in different contexts [6].

Thus, the perception of English in Greece and Kyrgyzstan can be viewed through the prism of educational systems, cultural context and socio-economic factors. Despite the similarity of the countries' goals for learning English, the approaches and outcomes differ. In Greece, English has become an important tool for integration into the global community, while in Kyrgyzstan English learning continues to face a number of obstacles. This comparison will help to better understand how different factors influence the learning and use of English in different cultural contexts. In the following sections, we will delve deeper into analyzing each aspect to identify key differences and common trends. Perceptions of English in Greece and Kyrgyzstan reflect many factors, including cultural, historical, educational and economic aspects. Despite their similarities in their desire to integrate into the international community, the differences in approaches and outcomes of English language learning in the two countries are notable and deserve separate analysis. At the same time, the perception of English in Kyrgyzstan is in its infancy. Despite the inclusion of English in school and university programs, the quality of teaching and access to resources remain problems. In most cases, English is perceived as a foreign language, necessary for international communication, but not of equal importance in everyday life. Russian and Kyrgyz take the lead, which limits the practical use of English. At the same time, the growing interest in language learning associated with career opportunities and study abroad creates new incentives for language acquisition.

A comparison of the perception of English in both countries shows that the success of English language learning depends largely on educational policies, availability of resources and cultural context. In Greece, English has become a key element of cultural identity and professional development, while in Kyrgyzstan it is on its way to this status. It is important to note that the younger generation in Kyrgyzstan is showing a desire to learn English, which could lead to a change in the future. If steps are taken to improve the quality of education and the availability of learning materials, the level of English proficiency in the country could increase significantly.

In conclusion, the perception of English in Greece and Kyrgyzstan illustrates a complex picture where cultural and economic contexts shape attitudes towards the language. Greece shows a successful example of the integration of English into society, while Kyrgyzstan is on its way to being recognized as an important tool in education and career. Understanding these differences allows for a better assessment of current challenges and opportunities, as well as strategic approaches to the development of language education in both countries. Given global changes and the growing role of English in international relations, the perception of English will continue to evolve, opening new horizons for future generations. Finally, it is important to note that the perception of English in both countries will continue to evolve. Global changes such as migration, economic cooperation and cultural exchanges will contribute to the transformation of attitudes towards the language. It is important that educational systems adapt to these changes and continue to develop programs that address the needs and interests of students. Thus, English represents not only a means of communication, but also a key to new opportunities and perspectives. Its reception in Greece and Kyrgyzstan demonstrates how important it is to consider local contexts and needs when developing language teaching strategies. Investing in education and technology, paying attention to cultural aspects and supporting initiatives aimed at developing language skills will create a solid foundation for future generations. These steps will help not only to improve English proficiency, but also to create a more open and integrated society that can interact effectively in the international arena.

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