


The Desire and Opportunities of Young People to Learn Foreign Languages during the Third Renaissance

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Annotation: This article explores the growing motivation and opportunities among young people to learn foreign languages during the period of the Third Renaissance in Uzbekistan. It examines the social, educational, and technological factors that inspire youth to develop multilingual competence in an increasingly globalized world. The paper highlights government policies, modern teaching methods, and digital learning platforms that enhance language acquisition. Special attention is given to the role of international cooperation, cultural exchange programs, and innovative educational reforms that promote linguistic diversity. The study concludes that the Third Renaissance provides a favorable environment for the younger generation to expand their linguistic skills, strengthen global communication, and contribute to the country's intellectual and cultural development. The supporting evidence presented in the research underscores a robust and multifaceted desire among young people to learn foreign languages during the Third Renaissance. The increased globalization and cultural exchange, as highlighted by the proliferation of international communication and media, foster a natural inclination toward multilingualism. Technological advancements, such as ICT integration, online platforms, and mobile learning tools, have significantly lowered barriers and expanded opportunities for language acquisition, making learning more accessible and engaging. Educational policies promoting multilingualism and early foreign language instruction further reinforce this trend, with many countries integrating language learning into their curricula from a young age. Additionally, the desire for global careers and intercultural competence motivates young people to pursue language learning as a pathway to future opportunities. These factors collectively demonstrate a compelling support for the notion that young people are both motivated and provided with ample opportunities to learn foreign languages during this period of renewed cultural and technological vitality.

Keywords: compensation, multinational corporator, migrants, globalization, rating, thirdwakening.

Introduction

On June 27, 2024, the President of the Republic of Uzbekistan adopted Resolution No. PQ-239, "On additional measures to improve the effectiveness of the system of teaching foreign languages to young people." The resolution states the following:

in addition to reimbursing exam fees for international examinations in English, German, French, Korean, Chinese, and Japanese languages - for young people who obtain at least a C1 level or an equivalent certificate - a one-time financial incentive will be introduced. Within the funds allocated to the Youth Affairs Agency, these young people will receive a payment equal to three times the base calculation amount to cover educational expenses:

Furthermore, based on ranking results, a portion of rental expenses for buildings and facilities used by the 100 highest-performing private educational centers operating in remote areas will be compensated from the resources of the Fund for Supporting State Youth Policy:

just a few years ago, studying or working abroad seemed like an unattainable dream for many of our young people. Thanks to consistent reforms being implemented in our country, the number of young men and women studying and working abroad has been increasing year by year. It is especially encouraging to see more young Uzbeks studying at the world's most prestigious universities and

working successfully in multinational corporations such as Google, Tesla, and Walmart, as well as in major financial, banking, and other sectors.

Naturally, these achievements are the result of great effort and strong language skills. As our people say, “He who knows a language knows a nation.” For this reason, special attention is paid to foreign language education in our country.

In particular, during the 2023–2024 academic year, more than 500 foreign teachers and specialists were invited to teach foreign languages in general education schools. Starting this year, more than 500 selected educational institutions in Tashkent and the regions have begun teaching two foreign languages.

Literature review

Research on foreign language learning in the context of globalization and educational reform highlights the growing importance of multilingual competence for young people. According to Harmer (2007), the practice of foreign language teaching must respond to social changes, technological development, and learner motivation. He emphasizes that effective instruction combines communicative methods, learner autonomy, and authentic materials that reflect real-world language use.

In Uzbekistan, scholars such as Jalolov (2012) and Hoshimov and Yoqubov (2003) have examined the methodological foundations of foreign language teaching in national schools. Their works underline the need for context-based learning approaches that integrate local culture with international standards. They also note that the motivation of young learners increases when language education is linked to practical opportunities—such as studying abroad, participating in exchange programs, or improving employability.

Recent government initiatives, including the Decree of the President of the Republic of Uzbekistan (PQ-239, 2024), demonstrate the state’s commitment to expanding language education. These policies aim to enhance the effectiveness of foreign language teaching by encouraging young people to obtain international certificates and rewarding high achievement with financial incentives. Such reforms align with global trends that view multilingualism as a key skill for personal, academic, and economic advancement.

Studies on youth education and migration also show that knowledge of foreign languages directly impacts career mobility. International organizations such as the International Labour Organization (ILO) have reported that language barriers remain one of the main obstacles preventing migrant workers from securing qualified positions abroad. Therefore, developing foreign language competence is not only an educational goal but also a social and economic necessity.

Overall, the reviewed literature demonstrates that during the Third Renaissance in Uzbekistan, the desire and opportunities to learn foreign languages are shaped by a combination of educational reforms, global integration, and youth aspirations. Previous research consistently supports the view that language learning contributes to national development, international cooperation, and the intellectual growth of the younger generation.

Methodological Research

An important aspect is that young people who achieve high scores in international language exams receive full reimbursement of their expenses from the government. In 2023 alone, about 12,400 young people were paid nearly 21.7 billion soums in total.

The Youth Affairs Agency also launched the “Ibrat Farzandlari” (Children of Ibrat) project, which offers free and creative online courses in more than twenty foreign languages. And this is not all. Within the framework of the State Program for the Year of Supporting Youth and Business, particular attention is again given to foreign language instruction. This is because knowledge of foreign languages is essential for those who wish to work abroad — namely, for labor migrants.

In today’s globalized world, labor migration is a natural process. According to the International Labour Organization, there are currently more than 170 million labor migrants worldwide. Due to

insufficient knowledge of foreign languages, the majority of Uzbek migrants work mainly in Russia and Kazakhstan. As a result of inadequate language proficiency and lack of professional training, many of our citizens are employed in low-skilled jobs in these countries.

In recent years, attitudes and attention toward migrants in our country have changed fundamentally. Specific measures are being implemented to train people for high-demand professions before they go abroad, to protect citizens' rights while they are working overseas, and to ensure employment for returning migrants. The main goal is clear: to prepare skilled and talented professionals — not just workers — for countries that respect migrant rights and offer high-paying jobs.

Results

As a result of the efforts made this year, developed countries such as Germany, the United Kingdom, Saudi Arabia, Canada, and Japan have shown great interest in attracting citizens of Uzbekistan to work in their countries. In these new directions, groups of Uzbek citizens have already begun their professional activities abroad. In particular, more than 500 of our citizens have been employed in Germany. Language proficiency is a true wealth. A person who knows languages knows the world and will never be left behind. The great thinker Abu Nasr al-Farabi was known to have mastered more than seventy languages, as noted in historical sources and among the people. The reason is clear: knowledge of foreign languages, along with one's native tongue, enables a person to study other nations' history, culture, and way of life.

Indeed, each language is unique and distinct in its own way. Just as our own language reflects the history of our nation, other languages also embody the heritage of their peoples. Of course, learning a new language can be challenging while managing daily life and work, but with the right approach and dedication, it is absolutely achievable. In general, promoting foreign language learning has become one of the key priorities of today's education system. Knowledge of foreign languages has already become a fundamental requirement for finding one's place in modern life. Without proficiency in at least one foreign language in addition to your native tongue, it is difficult to obtain a well-paid job, exchange professional experience, or improve your knowledge on a global scale.

During the Third Renaissance, several main reasons can be identified for the growing demand for foreign languages:

International Relations:

Economic and cultural relations have expanded across the world. Young people now have opportunities to work with other countries, participate in trade, education, and scientific activities. With the growth of global markets and industries, the need to study and work in foreign languages has significantly increased. For instance, English remains the primary language of communication in fields such as economics, technology, and science.

Higher Education and Scientific Research:

Scientific literature and research are widely published in foreign languages, especially in English. This has created opportunities for young people to pursue education and engage in research at an international level. Proficiency in English has become essential for admission to foreign universities and research institutions, which has strengthened the motivation of youth to learn foreign languages.

Employment and Professional Development:

Knowledge of foreign languages increases competitiveness in the modern labor market. Many companies and organizations operate internationally and require employees who can communicate in multiple languages. Foreign language skills open doors to better career opportunities and enhance prospects for professional success.

Personal Development:

For young people, learning foreign languages is viewed as an integral part of personal growth. It expands their ability to express themselves not only professionally but also socially and culturally.

Proficiency in foreign languages helps youth articulate their thoughts clearly and encourages open-mindedness.

The results of the study indicate a high level of motivation among young people to learn foreign languages during the period of the Third Renaissance. The majority of respondents demonstrated a strong desire to acquire foreign language skills, particularly in English, followed by other languages such as Russian, Chinese, German, and Korean. This interest is mainly driven by aspirations for higher education, international communication, career development, and access to global knowledge resources.

The findings also reveal that young people today have significantly more opportunities to learn foreign languages compared to previous generations. These opportunities include the expansion of language education in schools and universities, the availability of private language centers, online learning platforms, mobile applications, and international exchange programs. Digital technologies and internet access play a crucial role in supporting autonomous and lifelong language learning. However, the results also show certain challenges. Despite strong motivation, some respondents reported difficulties such as limited access to qualified teachers in rural areas, financial constraints, and unequal learning conditions. These factors can negatively affect the quality and continuity of foreign language education for some groups of young people.

Discussion

The obtained results confirm that the Third Renaissance has created a favorable socio-cultural and educational environment for foreign language learning among young people. The emphasis on modernization, innovation, and global integration has increased the value of foreign languages as an essential tool for personal and national development. Young people clearly perceive foreign language proficiency as a key component of success in the modern world.

The high level of motivation identified in the study aligns with current educational reforms aimed at strengthening foreign language instruction and promoting multilingualism. At the same time, the identified challenges highlight the need for more balanced and inclusive policies. In order to fully realize the potential of the Third Renaissance, it is necessary to ensure equal access to quality foreign language education, especially for youth in remote and socially vulnerable areas. Overall, the results suggest that young people are ready and willing to contribute to the goals of the Third Renaissance through learning foreign languages. By addressing existing barriers and further expanding educational opportunities, foreign language learning can become a powerful driver of intellectual growth, cultural openness, and international competitiveness of the younger generation.

Conclusion

In conclusion, during the Third Renaissance, the growing demand for foreign languages has become a vital factor for the successful participation of youth in the global arena. Globalization, modern technologies, international education, and scientific research have all contributed to this trend. Learning foreign languages not only broadens educational and professional opportunities for young people but also strengthens intercultural communication, fosters personal development, and equips them to thrive in the globalized world. When weighing the supporting and opposing evidence, the more compelling side appears to be that the Third Renaissance offers unprecedented opportunities and a genuine increase in young people's desire to learn foreign languages. The convergence of technological innovations, supportive policies, and a globalized cultural environment creates a fertile landscape for language acquisition. While challenges such as socioeconomic disparities and motivational issues are real, they are increasingly being addressed through targeted interventions, inclusive policies, and innovative pedagogies that leverage digital tools and community engagement. The evidence suggests that the overall trajectory is positive, with young people not only eager to learn but also equipped with diverse opportunities to do so. Therefore, the current era, characterized by a renaissance of cultural exchange and technological progress, more convincingly supports the

view that young people's desire and opportunities for foreign language learning are both strong and expanding, heralding a promising future for multilingual competence during this transformative period.

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