Impact Factor:					
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	ISI (Dubai, UAE) = 1.582	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
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	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS

International Scientific Journal

Theoretical & Applied Science

p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)

Year: 2021 **Issue:** 08 **Volume:** 100

Published: 27.08.2021 **http://T-Science.org**

QR – Issue QR – Article

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GERMAN AND ENGLISH IN THE ACADEMIC FIELD OF THE GERMAN-SPEAKING REGION

Abstract: *German lost the competition with English in the implementation of the provisions of the 1999 Bologna Declaration, despite the fact that, like English, it is a communicatively powerful language. The reasons for the negative change in the communicative status of the German language are: 1) the absence of the German language in the list of official languages of the main international organizations of the twentieth century - the League of Nations and the United Nations; 2) the emigration of many German scientists from Nazi Germany to the United States; 3) the promotion of the United States to a leading position in the field of economics, including in the field of scientific publications. The loss of the German language of its former leading positions in the field of higher education and science is manifested in the transition of many forms of education in higher education (lectures, seminars, scientific discussions) and scientific conferences into English. These changes are painfully perceived by the German scientific community and are actively discussed by it.*

Key words: *Bologna Declaration; the status of the German language; level of language competence; monolingualism; multilingualism; «Truncated» English.*

Language: *English*

Citation: Namozova, N. Y. (2021). German and English in the academic field of the German-speaking region. *ISJ Theoretical & Applied Science, 08 (100),* 318-321.

Soi: http://s-o-i.org/1.1/TAS-08-100-56 ***Doi***: crossref https://dx.doi.org/10.15863/TAS.2021.08.100.56

Scopus ASCC: *1200.*

Introduction

The problem of competition between the German and English languages in the academic sphere arose in German-speaking countries in connection with the implementation of the provisions of the Bologna Declaration of 1999 and the intensive development of globalization processes. As a matter of fact, the Bologna Declaration is one of the instruments of globalization in the field of science and higher education [Troshina, Rarenko 2005]. This Declaration focuses on the values "leading to the achievement of comparability and, ultimately, the harmonization of national educational systems of higher education in Europe" [Glossary of the Bologna Process 2006, p. 57]. The solution to this problem is inextricably linked with the choice of the generally recognized language of higher education, which has become English. The German language has lost the competition with English, which affects the linguistic organization of the educational process at universities: more and more often lectures, seminars and scientific discussions are held in the universities of German-speaking countries in English, which is very painfully perceived by the scientific and academic community in these countries (after all, they have long-term rich scientific - academic traditions) and, accordingly, generates a discussion about the demand for the German language in the scientific and educational fields. It often begins with a mention of the fact that the Basic Law of the Federal Republic of Germany (in the Constitution of the Federal Republic of Germany) does not say anything about the status of the German language. More and more voices are being heard in favor of the status of the German language as a national one fixed in the Basic Law of the country. This point of view is based on the following arguments, which are given by J. Lüdi in his article "Does English as a lingua franca threaten German and other national languages?" [Lüdi 2013, p. 276]:

1) language is the basis of cultural identity;

2) language is an element that unites all strata of German society;

3) the legal regulation of the status of the German language can be perceived in society as a confirmation of the importance of preserving the German language and the need to resist the "imperceptible loss of its significance" (schleichende Bedeutungsverlust der deutschen Sprache);

4) the mention of the German language in the Basic Law would strengthen the position of the German language in the European Union and "would make it really equal with English and French".

Since the beginning of the second decade of the XXI century. more and more often the question is posed: how does the internationalization of higher education affect German culture as a whole? What are the German-speaking countries that are so actively involved in international scientific cooperation striving for? [Rösch 2013; Rösch 2015]. Will not this all lead to a cultural change and a decrease in the prestige of German science in the world and a decline in science as such in German-speaking countries? After all, since the second half of the XIX century. and until the middle of the XX century. it was German that was the leading language in the world of science: it was used in oral and written scientific communication not only by specialists from German-speaking countries, but also by specialists from other countries. The leadership of the German language in the scientific field is also manifested in the fact that most of the Nobel Prize laureates in natural sciences were either born in a German-speaking country, or received an education / specialized / worked in it in any scientific field. The latter also applies to scholars who were not native speakers of the German language. By publishing in German, scientists from different countries, including Russia, ensured themselves international fame. For example, the Russian chemist A.M. Butlerov attached great importance to the translation into German of his textbook on organic chemistry; D.I. Mendeleev's fundamental work "Fundamentals of Chemistry", which sets out the periodic table of elements, was first translated into German, and then into English and French. The great Russian physiologist I.P. Pavlov also attached great importance to translations of his works into German [Ammon 2015, p. 528-529].

U. Ammon traces the reasons for the decline in the international status of the German language in the scientific field. A significant role was played by the World War I lost by Germany, after which the German language was not included in the list of the official languages of the League of Nations, unlike English and French. The coming to power of the National Socialists in Germany in 1933 further exacerbated the situation, since 1617 German scientists (primarily of Jewish origin) were shot or forced to emigrate. 825 of them moved to the United States, where they switched to English.

In the humanities, the positions of the German language have suffered less, since the subject of study and problems in these sciences are of "national interest". Methodologically, such studies are associated with the use of the native language, the knowledge of which makes it possible to convey important shades of meaning [Ammon 1991, p. 231].

Naturally, the question arises, why did the Germans so easily surrendered the position of their language as the language of international communication in the scientific field (as well as in other areas)? Why did they show such "linguocultural cowardice" (sprachkulturelle Mutlosigkeit), in the words of G. Röck. The most common answer is that "the Germans still compensate for their former chauvinistic frenzy by excessive readiness to switch to the language of international communication (Deutsche kompensieren immer noch den chauvinistischen Überschwang vergangener Epochen mit vorauseilenden Überinternationalisierung)" [Roeck 2013; cit. Quoted from: Rösch 2015, p. 24].

Today, German universities are increasingly using English as a language of instruction to attract students and leading specialists from around the world. At the same time, English has been used as a marketing tool that has been used since the 90s. XX century [Rösch 2015, p. 20]. However, the results of a survey of foreign students about the reasons for their choice of a German university indicate that the availability of programs in English is named in the penultimate place, which contradicts the logic of international communication in higher education. Only the high quality of education and good conditions for study and scientific research really attract foreign students to German universities.

The reality of today's university life testifies to the presence of a number of important problems associated precisely with the active involvement of the English language in the educational process.

Firstly, this is due to the different levels of English proficiency among teachers. Research by Frank Rössler, prof. Hamburg University, which deals with the biological aspects of cognitive processes, indicate that the forced transition of adults to a foreign language (in this case, to English) limits their receptive capabilities: they do not understand everything, even if they received higher education in English, for example, in American University. Misunderstanding / incomplete understanding accounts for 10–20% of the total scientific information reported. To master the English language in the volume of the native language is an illusion, F. Rösler believes [cit. by: Hirnstein 2018] Even more significant, the researcher believes that "not all languages are equally suitable for communication in a special scientific environment: there are scientific works that can be written only in German, others are conceivable if created in Italian. The philosopher Martin Heidegger, who created many concepts that are difficult to translate, believed, for example, that German and Greek languages are more suitable for

philosophy than others," reports A. Hirnstein [Hirnstein 2017, p. 55]. Professor of the University of Duisburg-Essen, Ulrich Ammon, disagrees with this point of view, believing that everything can be translated into any foreign language if this language has a developed grammatical system and lexical fund, which expands due to borrowings from other languages. U. Ammon introduces the concept of "expansion of language" (Ausbau der Sprache), by which he understands, first of all, an increase in the number of lexical-semantic units of the language, as well as its word-formation, syntactic and textual models [Ammon 2015, p. 675–676].

Secondly, due to insufficient knowledge of the English language, the level of scientific discussions decreases. This is due to the fact that language performs not only a communicative function, but also a cognitive one. Our models of thinking, the formation of hypotheses, chains of arguments are inseparable from our consciousness, which is based on our native language. Scientific theories always use words, images, metaphors borrowed from the spoken language" [Mocikat 2006, op. Quoted from: Lüdi 2013, p. 279].

The third problem is related to the restriction of access to participation in scientific projects, since the funding of most of them is based on the ranking of English-language journals in which grant applicants have published their articles. Grant applications should also be submitted in English. An exception is the Swiss National Foundation (der Schweizerische Nationalfonds, SNF), which allows humanities scholars to apply for a grant in any of Switzerland's official languages (German, French, Italian, Romansh). The Austrian Foundation for Scientific Research (der Österreichische Fonds zur Förderung der wissenschaftlichen Forschung, FWF) prescribes to submit applications in English, as it sends them for evaluation to foreign experts, considering them more objective [Hirnstein 2017, p. 53]. As a result, two categories of scientists are formed - the highest and the lowest.

A working group, created in 2006 at the initiative of academic councils for social and human sciences in various German universities, is trying to counteract this trend and outlined its concept in a publication entitled "The language of science - a blanket in defense of multilingualism" [Mittelstrass, Trabant, Fröhlicher 2006]. The authors of this publication are Jürgen Mittelstras (specialist in the field of philosophy of science, professor at the Universities of Bonn and Hamburg), Jürgen Trabant (specialist in the field of Romance linguistics, professor at the Humboldt University, Berlin) and Peter Froelicher (literary novelist, professor at the University of Hamburg). Konstanz). They emphasize that for the humanities, "Babylonian confusion of languages" is not a problem, but a blessing, since it enriches and expands the research base. In addition, the increased widespread introduction of the English language in higher education will not bring anything good to the native speakers themselves, since monolingualism makes them "prisoners" of their native language and reduces their level of linguistic competence.

The current situation is not at all useful for German students and teachers, as it might seem at first glance, since the bulk of foreign English-speaking students are by no means native English speakers: they use "truncated" English, that is, "globish". This is not at all the English that educated native speakers of English are justly proud of, and which a person should strive to master when coming to university.

And finally, one cannot fail to note another problem associated with the global spread of the English language in non-English-speaking countries: the interaction of science and society. It is often argued that with the transition of scientists in non-English-speaking countries to English, a distance between scientists and other members of society arises (or increases), which contradicts the advice of Albert Einstein: "New knowledge should be publicly available, and not become the property of a narrow circle of people" [Einstein 1950, op. Quoted from: Lüdi 2013b, p. 277-278]. There is, however, evidence that in an English-speaking country like the United States, the distance between the scientific community and non-scientific populations is no less, if not greater, than in non-English-speaking countries. In addition, data from the cognitive sciences indicate that people who speak different languages have not only certain social, but also cognitive advantages, being able to quickly adapt to a different speech style of the interlocutor. This is important for successful participation in scientific discussions in which experts speak out - speakers of different languages and in which there is often a clash of interpretations of statements due to linguocultural differences in linguistic practices. Thus, monolingualism in the scientific field reduces the creativity of thinking [Lüdi 2013, p. 280].

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