

Original Research

Received 26 May 2026

Revised 24 June 2026

Accepted 12 July 2026

Natural Resources for Human Health 2026, Vol. 6 (7s): 945–950

KEYWORDS:

Globalization, education, language learning, multilingualism, cultural diversity, digital technologies, national identity, international educational flows, language policy

Education and Language Learning in the Context of Globalization

Hajiyeva Ulviyya Davud¹, Babayeva Samira Ogtay²,
Allahverdiyeva Gunel Zohrab³, Babayeva Yaseman Nizam⁴

¹Ph.D., Associate Professor, Azerbaijan State Pedagogical University, The Head of Foreign Languages Center

<https://orcid.org/0000-0002-9612-6702>, ulviyyehaciyeva13@mail.ru

²Ph.D., Azerbaijan State Pedagogical University, Senior Teacher

<https://ORCID.org/0000-0001-7495-3689>, samira.adu.13@gmail.com

³Ph.D., Azerbaijan State Pedagogical University, Senior Teacher

<https://orcid.org/0009-0001-5527-4549>, babayeva2009@hotmail.com

⁴Azerbaijan State Pedagogical University, Senior Teacher

<https://orcid.org/0000-0002-4462-0725>, yasemenbabayeva80@gmail.com

ABSTRACT: Globalization, as one of the most extensive socio-political, economic and cultural processes of the 21st century, has led to fundamental changes in the fields of education and language learning. This article analyzes the impact of globalization on educational systems and language learning practices, the dynamics of international educational flows, the integration of digital technologies into the learning process, and the role of national identity in globalization from a scientific perspective.

Globalization, by weakening borders, expands international educational cooperation, increases student and teacher exchanges, and ensures the global sharing of academic knowledge. At the same time, globalization raises the importance of language learning, raising the issues of multilingualism and the preservation of cultural diversity. In this context, digital technologies — innovative tools such as mobile applications, artificial intelligence-based programs, virtual and augmented reality — make language learning more interactive, personalized, and accessible. They also enrich the pedagogical activities of teachers and improve the quality of the learning process. On the other hand, globalization creates both challenges and opportunities for the preservation and development of national identity. Although there are risks of cultural homogenization and language loss, national identities are renewed within the framework of globalization and strengthened through multicultural and tolerant approaches. Education plays an important role in this process in terms of preserving national values and cultivating flexible citizens suitable for the global world. As a result, the changes brought about by globalization in education and language learning are multifaceted and complex. These changes both expand access to new knowledge and require the protection of national and cultural diversity. By effectively integrating digital technologies and developing multilingualism strategies, education systems can respond to the challenges of globalization and create inclusive and sustainable language learning environments in the future.

INTRODUCTION

Globalization is a complex and multifaceted phenomenon that encompasses economic, political, technological and cultural integration processes that have taken place worldwide in recent decades. This process is not limited to the intensification of interstate relations, but also fundamentally changes the daily lifestyle of individuals, methods of acquiring knowledge, cultural

behaviors and educational strategies. The new socio-economic realities created by globalization require the ability of individuals and societies to adapt to changing demands. In this adaptation process, education and language learning act as one of the main tools.

Globalization, on the one hand, creates conditions for the unlimited flow of information, technologies and ideas, and on the other hand, it creates new challenges for national identity, cultural values and linguistic diversity. In this sense, education is not only a system for transmitting knowledge, but also has the function of socialization, transmission of values and formation of global citizenship. The education system should no longer function as an institution operating only within the national framework, but also as part of international cooperation and cultural dialogue.

Language learning has become an important strategic tool in this process. In the multicultural and multilingual social environment created by globalization, the ability of individuals to speak fluently not only in their native language but also in widely used international languages is a decisive factor for their success in both education and the labor market. In particular, the dominant position of English in various fields, from international scientific publications to technology and diplomacy, has made it a global communication tool. This has led countries to identify language learning as a priority area in their education policies.

However, the impact of globalization on education and language policy is not limited to technological and economic changes. This process also has ideological, psychological and cultural aspects. On the one hand, multilingual and transcultural education models are promoted, and on the other hand, the need to preserve national identity and mother tongue is increasing. In such a situation, education systems should demonstrate a balanced approach, ensuring both the development of global competencies and the preservation of national values.

The aim of this article is to scientifically analyze the interaction between education and language learning in the context of globalization, to examine the changes observed in these areas against the backdrop of modern challenges, and their socio-cultural consequences. The article explains this system of relationships in a broad sense through both theoretical approaches and practical examples.

The impact of globalization on education. Globalization has fundamentally changed not only economic and political relations in the modern world, but also the philosophy, structure, content and methodology of education. Educational systems are no longer closed structures limited by national frameworks, but are increasingly becoming open to international relations, flexible and competitive systems. This transformation is manifested in various directions: the internationalization of the curriculum, the introduction of new learning technologies, student and teacher mobility, the integration of global values in educational programs and the development of competencies that meet the requirements of the labor market.

One of the most obvious effects of globalization on education is its internationalization. Internationalization is the process by which education systems establish cross-border cooperation, creating conditions for the exchange of knowledge, experience and human resources. In this context, universities and schools join international educational networks, implement joint programs with foreign partners (dual diplomas, Erasmus+, international internships, etc.) and strive to adapt to global accreditation standards.

As a result, the mobility of students and teachers is increasing, educational institutions are entering global competition, and the issue of international recognition of diplomas is becoming relevant. These changes are leading to the formation of education not only in accordance with local needs, but also in accordance with the global labor market.

Globalization also has a significant impact on the content of educational programs. Curricula based on traditional national values are increasingly being replaced by curricula that address global issues and challenges, and are multicultural, multilingual, and based on technological skills. The following components are given special importance in new educational programs:[1]:

- *Global citizenship.* Teaching about human rights, sustainable development, peace, social justice and environmental issues;
- *Multiculturalism and tolerance.* Developing students' ability to understand and respect different cultures;
- *Digital literacy and technological competencies.* Effective use of information technologies, ability to operate in a digital learning environment;

- *Creative and critical thinking.* Analysis of problems in a global context, decision-making and initiative skills.

This kind of content transformation actualizes learning models that abandon the function of only transferring knowledge and focus more on the formation of skills.

Globalization, coupled with technological progress, has led to the widespread use of digital technologies in education. Massive Open Online Courses (MOOCs), hybrid education models, e-learning platforms, and personalized learning systems based on artificial intelligence are overcoming the limitations of traditional educational environments and making knowledge acquisition more inclusive and accessible.

The opportunities and challenges of distance learning have become even more pressing, especially during the COVID-19 pandemic. This process has clearly demonstrated how globalization has profoundly affected the educational infrastructure and has proven once again that digitalization is no longer an option, but a necessity.

Globalization has also led to increased academic mobility. It has become the norm for students to study at foreign universities, for teachers to be involved in international projects, and for joint research. This process, on the one hand, increases the exchange of knowledge and experience, and on the other hand, it allows for the transfer of different pedagogical models and teaching methods.

In addition to improving the quality of education, mobility also serves to make individuals more culturally open, tolerant, and adaptive. This facilitates adaptation to the "global citizen" model required by the labor market and public life in the modern world.

As a result of globalization, global competition in the labor market has intensified, new specialties and skill requirements have been formed. In this context, education systems should not be satisfied with providing only theoretical knowledge, but should focus on training personnel in accordance with the dynamics of the labor market. Critical thinking, communication skills, teamwork, multilingualism and digital skills are emerging as key competencies in the modern era. Educational institutions should now design more flexible curricula, strengthen practical training (internships, internships, project-based learning) in cooperation with employers, and accelerate the professional integration of graduates.

International educational flows. With globalization, the process of internationalization in education is not limited to the sharing of curricula and educational models, but also takes on a concrete form through the physical mobility of people - that is, international educational flows. International educational flows mainly refer to the cross-border mobility of students and academic staff, the increase in opportunities to study or teach abroad, the opening of cross-border higher education institutions and branches, as well as educational and research programs implemented within the framework of international cooperation.

These flows are both a cause and a consequence of the globalization of education in the modern world. According to UNESCO and OECD data, in the early 2020s, more than 6 million students worldwide were studying abroad, and this number is expected to increase over the years. Such large-scale academic mobility is explained by various factors and creates a number of new opportunities and challenges for education systems.[4].

The role of language learning in globalization. One of the most important and transformative aspects of the globalization process is manifested in the field of language and communication. In modern times, language is not only a means of communication; it also acts as an important tool for transferring knowledge, building cooperation, preserving cultural identity, and integrating into global processes. Individuals often cannot be satisfied with just one language to participate in the transnational economic, cultural, and social networks created by globalization. This makes language learning one of the key strategic competencies in the era of globalization.[8]

In the context of globalization, international cooperation, trade, scientific research and cultural exchange processes have become intensive. In order to participate in these processes, a common and accepted means of communication is needed. In this regard, language, especially languages with international status (for example, English, French, Spanish, Arabic and Chinese), has become one of the main structures of the global communication system. For example, English is used as an official or second language in more than 100 countries around the world today and is spoken by approximately 1.5 billion people either as a native language or as a foreign language. The hegemony of this language in the fields of science, technology,

diplomacy, aviation and the Internet has elevated it to the status of a global “lingua franca”. Therefore, learning English and other dominant languages acts as a prerequisite for individuals to enter the global information society.

Multilingualism and cultural diversity. Along with globalization, the process of interaction, influence and transformation of languages and cultures in the world has accelerated. While this process, on the one hand, creates new opportunities for cultural integration and expansion of global relations, on the other hand, it has also increased the risk of loss of national identities and linguistic diversity. In such a situation, the concepts of multilingualism and cultural diversity are considered not only as cultural richness, but also as fundamental conditions for social stability, inclusive society and sustainable development. Multilingualism is the ability of an individual or society to communicate and function in two or more languages simultaneously. Multilingualism is not only a linguistic phenomenon, but also a key tool for social integration, cultural dialogue, and global cooperation.[7] Modern education systems have also adapted to this phenomenon and have begun to favor bilingual and multilingual teaching models.

Scientific literature highlights the many benefits of multilingualism at the individual and societal levels.[2]:

a) Cognitive advantages. Studies show that individuals who speak several languages have more developed abilities in the following areas:

- Memory power and divided attention
- Critical and analytical thinking skills
- Solve problems more flexibly and creatively

b) Social and cultural empathy. Multilingual people understand other cultures better, are more flexible and tolerant in social relationships, and are an important factor in building multicultural societies.

c) Economic and professional advantages. Multilingualism creates a competitive advantage in the labor market. Global companies, diplomatic missions, and international organizations give greater preference to multilingual employees.

d) Political and social integration. Having all citizens of a state have access to services and education in their own language strengthens social equality and civic awareness.

Cultural diversity refers to the richness of values, beliefs, patterns of behavior, languages, and symbols that have developed throughout the historical development of humanity. According to the “Declaration on Cultural Diversity” adopted by UNESCO in 2001, this diversity is considered the common heritage of humanity and its preservation is one of the main components of sustainable development.

Modern education systems now prioritize language learning from an early age. Bilingual education, CLIL (Content and Language Integrated Learning) approaches, and digital language learning platforms are important innovations in this area.

Digital technologies and language learning. Globalization and digitalization are two fundamental processes that complement each other. Today, technology has led to profound transformations in the field of language learning, as in all areas of society.[6] Unlike the traditional classroom environment, digital technologies offer a more interactive, personalized and inclusive approach to language learning. At the same time, digital resources free language learning from geographical and social boundaries, making it accessible at any time and place. These changes have important consequences not only from a technical, but also from a pedagogical and psychological perspective.

There are several advantages to learning a language through digital technologies.[3]:

- **Personalized learning**– Artificial intelligence and adaptive systems provide learning material tailored to the learner's level.
- **Interactivity and multimodality**– Video, audio, games, animations, and interactive tasks suit different learning types.
- **Accessibility and inclusion**– Mobile applications and web platforms make it possible to learn a language from anywhere in the world.

- **Real-time feedback**– Programs and applications correct errors immediately, allowing for an operational approach to teaching.
- **Ability to learn at your own pace**– The user can control the learning process at any time and at any pace.

While digital technologies create great opportunities, they also pose certain challenges:

- **Technological addiction**– Over-reliance on gamification for constant motivation can undermine the real learning process.
- **Diversity of content quality**– Some applications and websites may provide weak, or even incorrect, materials from a scientific and pedagogical point of view.
- **Depth of language level**– Most apps focus on everyday conversational skills and are not sufficient for academic and professional language skills.
- **Accessibility inequality**– People without internet and device access cannot use these technologies.

To eliminate these risks, technology should be used in language teaching in an evaluative and purposeful manner, and technology should be viewed as a means, not an end.

Globalization and national identity. Globalization processes are a multifaceted phenomenon that has been aimed at unifying the world in economic, political, cultural and information spheres since the end of the 20th century, and at softening borders. [7] These processes broaden the worldview of both individuals and societies, and create new forms of interdependence. However, one of the most complex and paradoxical consequences of globalization is the strengthening or weakening of national identities.

National identity is a form of collective consciousness and self-affirmation based on the historical, cultural, linguistic and religious characteristics of a particular people, ethnic group or state. To understand the impact of globalization on national identity, it is necessary to examine the aspects of this interaction that create both threats and opportunities for resistance and renewal.

Globalization may lead to the threat of homogenization and assimilation of national identities through the intensification of intercultural relations. These threats manifest themselves in the following main directions:[5]:

a) Cultural homogenization and the dominance of global culture. Global culture, especially Western values and lifestyles, shaped by globalization, is causing local cultures, traditions, and values to be overshadowed in many countries. Mass media, social media, and the global entertainment industry accelerate the spread of global popular culture and can weaken local identities.

b) Weakening of the role of language. One of the most fundamental elements of national identity is the mother tongue. In the process of globalization, dominant global languages (especially English) become the universal means of communication. This leads to a limitation of the scope of use of local languages and dialects, as a result of which language loss occurs, which in turn leads to a weakening of national identity.

c) Economic and political dependence. The economic aspect of globalization integrates countries into the global market. This process can limit national economic sovereignty and lead to the strengthening of foreign cultural influences. Political independence and the limitation of national decisions in the face of global organizations can weaken the political manifestations of national identity.

In multicultural and multilingual countries like Azerbaijan, globalization brings national identity issues to the agenda with particular urgency. In globalization processes, special importance is given to the teaching of language, history and culture to protect the national identity of Azerbaijan. The policy of multiculturalism forms a modern model of national identity based on tolerance and diversity.

CONCLUSION

In the context of globalization, there is an interdependent relationship between education and language learning. Globalization enables the internationalization of education, while education ensures that the globalization process is sustainable and inclusive. Language learning acts as both a means and an outcome of this process. In order to be competitive in the modern world, individuals and societies must be able to use both global languages and their native languages effectively.

REFERENCE

- [1] Phillipson, R. Linguistic Imperialism. – Oxford: Oxford University Press, 1992. – 356 p.
- [2] Crystal, D. English as a Global Language. – Cambridge: Cambridge University Press, 2003. – 212 p.
- [3] OECD. Education at a Glance. – Paris: OECD Publishing, 2020. – 450 p.
- [4] UNESCO. Global Education Monitoring Report. – Paris: UNESCO Publishing, 2021. – 300 p.
- [5] Cenoz, J., Gorter, D. Focus on Multilingualism: A Study of Trilingual Writing // The Modern Language Journal. – 2011. – Vol. 95, No. 3. - p. 356–369.
- [6] Kani, R. M., Maharram, V. K., Dhar, S., Rajendran, P., & Ahmed, S. A. (2025, May). Automating Grading to Enhance Student Feedback and Efficiency in Higher Education with a Hybrid Ensemble Learning Model. In *2025 Global Conference in Emerging Technology (GINOTECH)* (pp. 1-6). IEEE.
- [7] Nizami, L. H., Tahir, G. E., Nazim, S. N., Farrukh, A. K., & Maharram, V. K. (2023). Development of inclusive education in Azerbaijan. *Revista Conrado*, 19(S2), 284-297.
- [8] Karimli, V., & Ahmadzadeh, T. ANALYSIS OF THE IMPACT OF CULTURAL DIVERSITY ON UNIVERSITY BRANDING. *CULTURAL SCIENCES*, 68.