



THE SIGNIFICANCE OF MICRO AND MACRO LANGUAGE PLANNING

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Introduction.

Language planning refers to actions that use sociolinguistic ideas and information to formulate and implement policy choices to solve linguistic and/or extra-linguistic problems at the national, international, or community level. Governments, language academies, and individuals are among the agents who carry out LP. LP is generally positioned under the domain of the sociology of language that is concerned with “language variations as aims, as obstacles and as facilitators, and with the users and uses of language varieties as components of wider encompassing social patterns or processes”.

Micro planning is used to describe situations in which businesses, institutions, groups, or individuals develop a plan for using and developing their language resources that is not directly related to a larger macro policy but is a response to their own needs, language problems, or language management requirements. Macro language planning is a formal document that comprises clearly stated policy, precise regulations, language planning goals and objectives. However, in order for macro language planning to have a good impact, micro levels should be available because all concerns linked to language policy are tied to the local and micro levels. For the last 4-5 years, our government has prioritized studying foreign languages, namely English. As we all know, the expansion of English is linked to the present global economy, and increasing the number of its learners can have an impact on the spread of it outside the country's population. Each language belongs to the speakers who use it freely. It does not belong to any single country.

Language planning in Uzbekistan.

Fishman (1987) described language planning as "the authorized allocation of resources to attain language status and corpus goals, whether in connection with new functions that are aspiring or in connection with old functions that need to be performed more properly". State planning (regarding the social standing of the language), corpus planning (language structure), language planning in education (instruction), and prestige planning are the four basic forms of language planning (image). Language planning in education encompasses a wide variety of decisions that impact the structure, function, and acquisition of language in schools. Early advancements in language planning may be divided into two broad phases, which are defined by a focus on the function of language planning in "modernization" and "development" on the one hand and critical study of power and ideology on the other.

It is critical to properly evaluate and comprehend both macro and micro language planning procedures before implementing either. Because micro and macro language planning are novel approaches to language policy creation, we need to understand their consequences and methods of implementation. Due to the small number of speakers, large-scale language planning will be impractical. Given this, if microlanguage planning is to be adopted in Uzbekistan, it is critical to understand and assess its effectiveness. I guess it also depends on instructors, since if a teacher is



unable to utilize the application well in the classroom, it may not operate efficiently. As a result, instructors should be involved in and understand the program design process.

Furthermore, the government must understand that the implementation process will not operate successfully in a linear manner, but may evolve gradually step by step. Also, the government of Uzbekistan must be prepared for a variety of results, as language planning may not be successful because only teachers can carry out the entire activity. Since the Maori language underwent full reformation, the number of speakers of this language has increased, resulting in language development (Amery, 2001). Overall, in order to execute such language planning in Uzbekistan, it is critical to assess and learn outcomes, as well as to include instructors in this process.

Conclusion.

Overall, the government and instructors should collaborate to fill "gaps" in a language. We will be able to achieve our goals and overcome many of the issues that arise when learning a language if we work together to establish new effective programs. The Ministry of Higher Education should focus on all educational components of our educational system while also introducing innovative programs for teachers. It is also necessary to develop large-scale educational programs that reach all schools in Uzbekistan's urban and rural areas. Continuous language training courses should be built in our country with the help of international Higher Education Institutions like Cambridge and Oxford, and professors and instructors should be welcomed. All in all, we should work collaboratively with foreign Higher Educational Institutions if we want to develop our teaching system. Overall, if we want to improve our teaching, we should collaborate with international higher education institutions.

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