



Integrating educational in the creative English language classroom: With reference to the United Nations Sustainable Development Goals

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ABSTRACT

In this article the main approach of SDG and its features, moreover educational growth will be analyzed. As it is vivid that educational progress is so vital for everyone. However, sometimes we confront a number of issues relating to the education. It has been considered that every field is based on the other. Integrating so creative English classroom is so important, as we can grab students' attention. The reason why in some countries the status of education is so low is owing to lack of highly qualified teachers and the students who can not do any international research in their field.

Keywords:

Educational Growth, Educational Progress, Integrating so creative English classroom

Introduction. The aim-setting approach channels efforts to diminish poverty, hunger, make an improvement in health and education, make towns more ecological, fight climate alterations and save flora and fauna. Progress in these branches not only demands state of knowledge what the goals are, but also a sense of desire to accomplish them. Education is considered as key for all of these global issues. The book relating global issues in the creative English language classroom: with reference to the United Nations Sustainable Development Goals offers a superb repertoire of hands-on and creative teaching ideas rooting SDGs. With the aim of encouraging parents, teachers and students to reflect, discuss and debate the future of the planet Earth and its residents, and to ponder on how change can be effected, the editors, Alan Maley and Nik Peachey have managed to line up an excellent cohort of educators, who have created a wealth of inspiring actions to help students become aware of world problems and to arouse curiosity about them.

Some teachers tend to assume that students only learn everything which are closely relating to the subject that is being taught. However, what John Dewey calls "collateral learning" is just as, if not more, vital. Therefore, even though it is arduous to create activities that not only improve language acquisition, but also help students develop an attitude that will have an impact on future decision-making, it is a worthy and valuable task.

Literal Review. As English teachers in this world, we are responsible to positively react to the all types of critical issues which is occurring in the world-wide. Global education can be considered as an approach to teaching and learning language which is intended to reply some critical and global problems. It is aimed at facilitating students to effectively and actively acquire certain languages they learn along with enriching them with understanding, coherence, knowledge and commitment to positively respond global problems and related issues in the world as one of the world citizens. Global Education is considered to be education

which supports knowledge, views, attitudes, and skills related to live life with high responsibilities for multicultural and interdependent world [3]

Another scholar defines global education as form of efforts to make changes to the content, method and related contexts of education system in the purpose of preparing students to be good world citizens [4].

By those definitions, it is clear that global educators put focus on creating Global Education as the main part of pedagogical content and approach and not just considering it as one of teaching techniques. There are at least four main areas or issues to consider as the basic parts of the global education: "peace, human rights, development, and environment" [1].

The main purposes of a global education involve four main areas; knowledge, skills, attitudes and action. Knowledge related to global issues is always considered a first-come. Students will always work for a better life and opportunities. The second goal is skill. Other skills such as peaceful resolution for clashes, informed decisive capability, and the skill to apply multiple perspectives in seeing a problem are essential to answer the global problems. The third goal is global attitudes. This means students are asked to have curiosity to learn and digest global problems happening world-wide. The last one is action. This requires students to actively participate in solving global issues and problems starting from local problems till global problems.

Research and Methodology. As being mentioned above, the responsibilities of foreign language educators do not only involve teaching vocabulary, grammar, pronunciation, reading, writing, listening and speaking. However, we as some educators should also pay attention to some issues happening in the world and equip our students with knowledge and skills to be active in participation in solving the problems or at least showing sympathy to the current problems. It is considered as far from good teaching with the help of textbooks not caring about the global issues and not making them think about global issues. In addition, we should

realize that the profession of educators is mainly to help the society. In the past 20 years, the growing of professionals in education and science was so huge. They organized research for solving problems existed in their surroundings. Physicians as one of the examples, worked very hard for innovation and invention until they got Noble Prize Award. Lawyers also worked quite hard to contribute their own force to the law enforcement. If the language teachers truly have the desire to be professional, they must add their knowledge and social responsibilities to society.

Besides, education is one of fields considered to possess strong contribution in spreading peace, justice and finding solutions to any social problems. The World Confederation of Organizations of Teaching Profession [5] clearly declares that its goals are to promote and create equality, peace, justice, freedom, and human rights among people [1]. The 1974 United Nations Education, Scientific, and Cultural Organization Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms calls for global view on all level or degree of education and respect among cultures, understanding to the individual and group rights, and active participation in solving global problems [2].

Analysis and Results. As language educators, the most tangible action relating global problems is the UNESCO's Linguapax program. This name is derived from Latin language which means language (lingua) and peace (pax). This refers to language teaching for international understanding to promote peace. This Linguapax resulted some recommendations for foreign language educators [6]: 1) Knowing and understanding their responsibilities to also support international understanding in the teaching and learning process. 2) Effectively using the language teaching and learning process to increase respect, peace, and cooperation among countries in the world. 3) Developing international understanding through extracurricular activities such as international students exchange programs,

activities, videos. 4) Developing the international cooperation among nations through students' cooperation in the classroom. By this Linguapax, it is clear that the importance of equipping students with global knowledge is quite valuable to create bright community and world. The problems might not be around us or far from our surroundings but as a teacher our responsibility can not have limitations only with teaching, but may have put our effort to introduce our students to the issues happening all over the world have significant impact on the fast-developing world.

English language educators have always tried to integrate global problems and global education into the teaching and learning classroom. This involves some integration to the content, technique, teaching materials, lesson plan, teacher training programs, and some other activities such as extracurricular activities. Integrating global education to the content of teaching and learning process can be done through listening, speaking, reading and writing sources. Teachers can teach those four skills by using issues relating global issues such as international human rights, international peace, international health issues, or even any issues related to anti-racism movements.

They may start with teaching listening to students by playing audios and videos relating how UN has been working so far to uphold human rights internationally and equality for all human being in the world. Reading sources can also have passages relating world issues. Another skills writing and speaking can follow the previous skills materials.

Conclusion. Teachers can also integrate global education into their teaching and learning materials by utilizing some terminologies and data related to world issues. One of examples is the use of the world "peace" in the class to teach pronunciation or consonant "p". Teaching grammar is always considered to be difficult to understand but if interesting materials added, it will be more interesting. Teachers may use the progress of international human trafficking from then to now to teach present, past, and progressive tenses, for example.

How way we teach global education to students in the classrooms is another important factor. This motivates teachers and students to start using active learning instead of passive one.

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