

## PROMOTING GLOBAL CITIZENSHIP THROUGH ENGLISH: THE ROLE OF CULTURAL AWARENESS AND LITERATURE IN LANGUAGE LEARNING

*Bobojonov Qobiljon Abdurahim o'g'li*  
*senior student*

*Uzbekistan state world language university*

*Rahmanov Gulomjon Nematovich*

*Scientific advisor, professor*

*Uzbekistan state world language university*

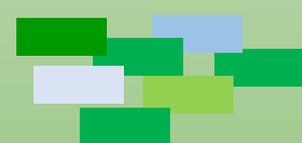
**Annotation.** This article discovers the role of English as a global lingua franca and emphasizes the significance of implementing cultural awareness into English language teaching. It emphasizes how learning English promotes intercultural competence, empathy, and global engagement. The article also provides practical classroom strategies for building a culturally inclusive atmosphere to foster tolerance and comprehension among students.

**Keywords:** English language, cultural awareness, intercultural competence, global communication, tolerance, inclusive teaching, language learning

In today's world, English has taken on the role of a global lingua franca, making communication available across cultures and enhancing mutual understanding. For teachers of English, it presents a great chance not only to educate linguistic competence but also to upbringing globally minded people. By boosting sensitive and inclusive culture, we can assist learners to be more interested, well-informed, and responsible global residents on a social level.

Embracing and valuing cultural differences can inspire learners to engage effectively with the global community and secretly steer the complications of the world. As a widely utilized global language, English language serves as a door key for intercultural conversation and shared comprehension between individuals. Learning English makes learners go over cultural distinctions and create connections with people from different histories. This learning language gives many plus points:

- **Better perspectives:** Studying English gives learners a set of cultural points, and concepts, making them think twice about concepts and widen their perspective. Going into bigger media, literature, and interactions in English raises a clearer and more critical comprehension of the globe.
- **Encouraging empathetic emotion:** Language learning is able to improve learners' capability to engage with people with various cultural backgrounds. By studying ways of culture, expressions, and communication styles, learners become more aware of the opinions of others, raising peace and respect between culture-related conversations.
- **More complex relationships between cultures:** Possessing a certain English level



makes learners participate effectively in global ways of communication, whether with the help of exchange programs, online collaborations or social media platforms. These ways assist to create meaningful conversations with people from distinctive histories of culture and society.

- **Having the key to the door of worldwide ways:** Proficiency of English opens access to a bank of worldwide academic and professional potential opportunities. It enables students to go abroad for studies, have a workplace in places with distinctive cultures, and have the world with much better possession of confidence and perspective

## **Ways for how to improve cultural awareness and be tolerant in the English Classroom:**

To meaningfully promote sensitive and tolerant culture inside the English language learning environment, educators can implement a set of practical and inclusive teaching strategies, as given below:

- **Implementing cultural elements into the classroom layout decoration:** Creating an interactive and all-included English language class goes far beyond textbooks and lesson worksheets. The physical condition of a class has a pivotal role in changing the attitudes of learners, inducing curiosity, and strengthening academic intentions. One very productive yet often underused strategy in English language teaching (ELT) is implementing cultural elements inside the classrooms.

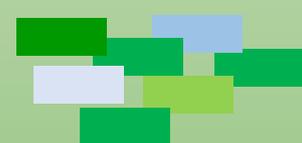
- **Reasons why cultural classroom displays matter:** The classroom environment affects how learners study, behave and feel. A culturally enriched place not only strengthens the class behaviour more physically motivating but also works as a practical yet ongoing reminder tool that language studying may be naturally linked to culture. According to Byram (1997), ‘intercultural competence is a key tool in international language education expertises. Exposing the learners to cultural goals in the class assists them improve curiosity, urge to learn more - qualities efficient for qualitative communication across cultural limitations’<sup>1</sup>.

Learners worldwide encounter culture through literature, and it allows them to explore different cultures, viewpoints, histories, and customs. Reading stories, poems, or passages from various cultures showcases human expression and the manner in which societies view the world. Kramersch in 1993 believed that literature serves students as, ‘An understanding of the interplay between a language, its culture and identity’<sup>2</sup>. That proves the point as multicultural literary works assist developing language mastery and intercultural relations.

---

<sup>1</sup> Byram, M. (1997). Model of Intercultural Communicative Competence (ICC) Müller- Hartmann,

<sup>2</sup> Kramersch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.



Most people rely on literature not just for entertainment but also so that they can get out of their comfort zone and go beyond their limitations. Characters from different places allow the readers to see with an open perception which enables students to understand the lives of others and stereotypes that they depend on. Besides, literary works compel students to think critically since they study and analyze perspectives that are culturally different, which challenges norms and helps understanding the complexity of being human.

In addition, the use of authentic materials in literature helps to develop students' vocabulary and understanding of context-specific phrases. Literary texts, which encompass idioms, metaphors, and cultural references, have rich language and culture that goes beyond the bare bones offered by standard textbooks. As Hall (1997) puts it, 'it is through engaging with the narratives of others that learners begin to understand that they are not just beings encased in solitude but rather part of a multifaceted web of humanity'<sup>3</sup>.

Diverse literary works and their incorporation into the curriculum require advanced planning. Such texts can be structured around more universal themes of family, migration, or identity. With these units, learners can be offered texts from different parts of the world so they can appreciate the common experiences of humanity that these cultures tackle from different angles. One example is a thematic unit on 'journeys' which can also include a Native American folktale, a West African myth, and a modern Caribbean short story, all of which offer a travel and exploration theme from different cultures.

### **The list of used references**

1. Byram, M. (1997). Model of Intercultural Communicative Competence (ICC) Müller- Hartmann,
2. Kramersch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press
3. Hall, S. (1996). Introduction: Who Needs 'Identity'? In S. Hall & P. du Gay (Eds.), *Questions of Cultural Identity* (pp. 1–17). London: SAGE Publications.

---

<sup>3</sup> Hall, S. (1996). Introduction: Who Needs 'Identity'? In S. Hall & P. du Gay (Eds.), *Questions of Cultural Identity* (pp. 1–17). London: SAGE Publications.