

## FOSTERING INTERCULTURAL AWARENESS THROUGH GLOBAL TRADITIONS IN THE ENGLISH LANGUAGE CLASSROOM

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**Annotation.** This article discovers how implementing global traditions into the English language classroom improves students' intercultural awareness and communicative competence. Attention to relevant educational theories and scholars such as Byram, Tomalin, and Stempleski, it discusses how international celebrations, cultural presentations, and reflective activities contribute to learners' linguistic development and cultural sensitivity. The paper emphasizes respectful and meaningful incorporation of global customs to prepare learners for real-world intercultural communication

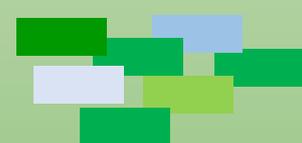
**Keywords:** Intercultural awareness, global traditions, communicative competence, cultural sensitivity, English language teaching

**Acknowledging and Exploring Global Traditions:** Besides literature, global traditions are very efficient in promoting intercultural awareness in the language classroom. Teaching students about international holidays and customs provides them with firsthand experiences that enhance their understanding of reality and culture. These celebrations offer students the opportunity to feel, as well as think, the different aspects of culture. Teaching about global traditions in class gives students an opportunity to experience culture socially and emotionally. Tomalin and Stempleski (1993) argue culture in language education is 'experienced actively rather than studied passively'<sup>4</sup>. Students, even those taking part in the school version of these celebrations, learn a lot about cultural practices and norms in a celebratory environment and hence, appreciate them. This also improves the teaching culture in the classroom. There is a stronger sense of respect and community among students of different cultures. Active learners are offered meaningful ways to participate in global culture which fundamentally motivates them to speak English—students actively describe, compare, and reflect upon the international practices and traditions they are taught.

One way to weave in different cultures is by creating holiday themed activities for learners to research other cultures. Students can be assigned an international holiday to examine and create a presentation highlighting customs, foods, clothing, and other

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<sup>4</sup> Tomalin, B., & Stempleski, S. (1993). *Cultural awareness*. Oxford University Press.



emblems related to it. These activities not only enhance findings and displaying skills, but cultivate an comprehension of how culture tells social utilizations and worldwide concepts. As an additional thing to findings, students are induced to make celebrations of cultures by making use of traditional food, clothings, and songs along with dances and games to distribute. Even simple activities like designing greeting cards, writing poems, and creating posters about international practices actively foster intercultural understanding. Examples of traditions that can be incorporated are Thanksgiving celebrated in the United States, Lunar New Year in East Asia, Carnival in Brazil, and Nowruz in Persian speaking countries. Each of them serves to illustrate important cultural values such as gratitude, renewal, community, and celebration. Nevertheless, it is important to see the exploitation of traditions with cultural sensitivity. Instructors have to foresee oversimplification or exotic cultures. Games or tasks ought to be purposed for respected displays and motivate learners to experience traditions as ways of complicated backgrounds and terms, rather than as easy means of interest. Being fully included has to also be a guiding approach; have a care to be taken to make sure that all learners' cultural histories are touched and appreciated in the class.

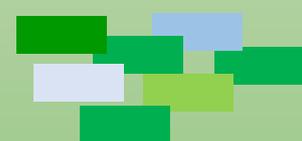
Instructors have to additionally keep balance of the implementation of international cultures with syllabus needs. Creative lesson plans could make sure that intercultural games link with language learning aims. For instance, writing tasks about a holiday's importance, listening to music connected with a certain tradition, or role-playing a festival scenario can simultaneously improve language related skills while enhancing the knowledge of culture. Including international traditions in language teaching is encouraged by scholars such as Byram, Nichols, and Stevens (2001), who think that 'culture including learning has to be an inside tool, not outside, part of foreign language practice'<sup>5</sup>. They point out that cultural information, attitudes of interests and openness, and skills of implementing and relating must be effectively enhanced with language related knowledge.

'Linking with international traditions makes learners make movements beyond a one-sided comprehension of English-speaking traditions, having recognition instead of the enriched consistency of cultural variety that symbolises the global network'<sup>6</sup>(Kramersch, 1993). It assists students to experience language as a connection inside a living, dynamic cultural place, making them ready for real-world communication where intercultural comprehension is as crucial as grammatical accuracy. Additionally, making celebrations of international conventional events promotes learners' individualities as world-wide residents. In an demanding globalized world, language

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<sup>5</sup> Byram, M., Nichols, A., & Stevens, D. (Eds.). (2001). *Developing intercultural competence in practice*. Multilingual Matters.

<sup>6</sup> Kramersch, C. (1993). *Context and culture in language teaching*. Oxford University Press.



learning students have to be provided with not only with linguistic strategies but also with the ability to steer traditional varieties with respectful manner and sensible approach. Engaging by celebrating internationally gives learners memorable experiences that create these communicative capabilities, making them better ready for both individual and career related relationships in various international networks. Concluding aforementioned points is not easy but confirming and discovering international conventions in the English language class promotes the educational involvement in conventional ways. It changes the classroom into a small place of the globe, where learners find out how to value diversity, speak across cultural limits, and make engagement with the world in meaningful, informative, and compassionate ways.

**Literature and Global Traditions as Pathways to Intercultural Communicative Competence:** There are two ways of doing the work of enhancement in communicative competence which have been mentioned above - they are using various literary parts and celebrating global traditions—link carefully with the aims of promoting global competence and enhancing communicative competence. Literature leads students to the emotional places of distinctive conventions, improving compassion, critical comprehension, and linguistic improvement. International cultures, on the other hand, give experienced and tested opportunities to occupy with cultural experiments, raising the rate of comprehension, having respect, and real-world speaking conditions.

As English progressively serves as an overpass language in intercultural interaction patterns, the implementation of global awareness into English language teaching is not easily wanted but important. Instructors who built culturally rich classes not only instruct a language but also change global residents who are ready to interact meaningfully and sensibly with the wider world. Ultimately, promoting intercultural capabilities through literature and conventions changes language learning into a respectful, humane process—one that makes students ready for thoughtful engagement in a unified and multiethnic global setting.

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

1. Tomalin, B., & Stempleski, S. (1993). *Cultural awareness*. Oxford University Press.
2. Byram, M., Nichols, A., & Stevens, D. (Eds.). (2001). *Developing intercultural competence in practice*. Multilingual Matters.
3. Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.