



METHODOLOGY OF TEACHING PUPILS IN THE SPIRIT OF UNIVERSAL HUMAN VALUES BASED ON A CULTURAL STUDIES APPROACH (IN THE PROCESS OF TEACHING FOREIGN LANGUAGES)

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Abstract: The modern educational paradigm emphasizes not only academic excellence but also the formation of moral and ethical character in pupils. Teaching foreign languages offers a unique opportunity to integrate cultural awareness with the promotion of universal human values such as tolerance, empathy, respect, and cooperation. This article explores the methodology of incorporating a cultural studies approach in foreign language instruction to nurture these values. Practical strategies, such as content integration, intercultural communication exercises, and project-based learning, are discussed with the aim of creating a more humanistic, globally competent student body. In Uzbekistan, where educational reforms are aligning with international standards, the integration of universal human values into foreign language teaching—especially through a cultural studies approach—is seen as a vital component of holistic education.

Keywords: Universal human values, cultural studies, foreign language teaching, intercultural competence, moral education, global citizenship, teaching methodology

Globalization has transformed the landscape of education, making the development of intercultural competence as important as linguistic fluency. In this context, teaching foreign languages can serve a dual purpose: language acquisition and the internalization of universal human values. The cultural studies approach in language education focuses on the integration of cultural content into language learning, which enables students to form a broader worldview, appreciate diversity, and adopt ethical behavior in intercultural communication.

Theoretical Foundations of Cultural Studies in Language Education

Cultural studies is an interdisciplinary field that examines cultural phenomena in various societies. When integrated into foreign language instruction, it allows students to explore not just linguistic structures, but the worldviews and value systems embedded in language. According to Vygotsky's socio-cultural theory, social interaction plays a fundamental role in the development of cognition, making culture a key component of education.

Teaching languages through a cultural lens thus aligns with humanistic education principles, which aim to develop a student's full moral and intellectual potential. This is particularly relevant in fostering values like respect for other cultures, understanding global issues, and promoting peace and solidarity.

Universal Human Values in the Foreign Language Curriculum

Universal human values are the fundamental moral principles shared across cultures, societies,

and religions. These values transcend geographical, ethnic, religious, and political boundaries and are considered essential for the well-being of individuals and the harmony of society.

Universal human values have been explored through various **philosophical, psychological, and educational** theories. Here are the key foundations:

Philosophical Foundations

Humanism

- Humanist philosophers like **Jean-Jacques Rousseau** and **Immanuel Kant** emphasized the dignity and moral worth of the individual.
- Humanism asserts that values like **freedom, dignity, and rationality** are innate to all humans and should guide education and social interaction.

Natural Law Theory (Aristotle, Aquinas)

1. States that humans possess inherent moral laws derived from nature and reason.
2. Values such as **justice, fairness, and kindness** are part of the moral fabric of humanity.

Psychological Foundations

Abraham Maslow's Hierarchy of Needs

- Suggests that once basic needs are met, humans strive for **self-actualization**, which includes the pursuit of truth, justice, and beauty—core human values.

Lawrence Kohlberg's Moral Development Theory

- Proposes six stages of moral reasoning, culminating in universal ethical principles such as **equality, rights, and justice**.

Carl Rogers' Person-Centered Theory

- Argues that empathy, unconditional positive regard, and authenticity are essential for personal growth and social harmony.

Educational Foundations

UNESCO and Global Citizenship Education

1. Advocates teaching **universal values** such as peace, tolerance, and responsibility to develop **global citizens**.

Value-Based Education (VBE)

- Promotes the integration of ethical and moral values into academic content.
- Encourages students to develop **critical thinking, empathy, and ethical decision-making**.

Importance of Universal Human Values in Today's World

- **Promotes Peace and Social Cohesion**
Prevents conflict by fostering mutual understanding and respect.
- **Guides Ethical Decision-Making**
Helps individuals act responsibly in complex situations.
- **Supports Sustainable Development**
Encourages environmental responsibility and social justice.
- **Fosters Global Citizenship**
Prepares learners to engage meaningfully in an interconnected world.

They are called “universal” because they are recognized as good and necessary by all human beings, regardless of background.

Universal human values—such as dignity, honesty, tolerance, justice, and empathy—are not confined to any one culture or language. Embedding these values in language education means going beyond grammar and vocabulary to explore themes such as human rights, environmental responsibility, and cultural harmony. For example, analyzing texts that reflect global themes or celebrating international days (e.g., International Day of Tolerance) in English class enables students to reflect on moral issues while practicing Methodological Approaches and Strategies

Several innovative teaching methods and strategies support this integrated approach:

- **Content and Language Integrated Learning (CLIL):**
Students learn both content and language simultaneously. For instance, they might study global citizenship or the history of civil rights movements in English.
- **Project-Based Learning (PBL):**
Learners collaborate on projects involving international themes, such as researching UNESCO heritage sites or creating digital stories on cultural diversity.
- **Role-plays and Simulations:**
These techniques place students in scenarios that require moral decision-making and intercultural communication, fostering empathy and ethical thinking.
- **Use of Authentic Materials:**
Films, songs, and literary texts from diverse cultures expose students to real-world contexts and values reflected in other societies.
- **Virtual Exchange and Pen Pal Programs:**
Communicating with peers from other countries helps students appreciate different perspectives and develop interpersonal skills.

Teacher’s Role in Value-Based Language Education

Teachers play a crucial role as facilitators and role models. They must be culturally competent themselves and skilled at managing discussions on sensitive cultural or ethical issues. Teachers should also foster a safe and inclusive classroom environment where diverse opinions are respected.

Assessment methods should include not only linguistic proficiency but also students’ engagement with cultural and ethical content.

Importance of Value-Based Foreign Language Education in Uzbekistan

- Promotes intercultural competence
- Encourages moral and ethical development

- Supports national and global identity
- Strengthens peace-building and tolerance among youth
- Prepares students for participation in a diverse, multilingual world

Practical Examples from Uzbekistan

- Language Weeks in schools often focus on themes like “*Peace and Friendship*”, “*Respecting Others*”, or “*Global Cultures*”.
- English clubs and debate circles promote discussions on global issues with a humanistic perspective.
- Ministry of Preschool and School Education promotes inclusive and value-based content in language textbooks.

Challenges and Recommendations

Challenges:

- Limited availability of culturally rich materials.
- Teachers’ lack of training in intercultural pedagogy.
- Risk of reinforcing stereotypes if cultural content is not handled critically.

Recommendations:

- Provide ongoing professional development for teachers.
- Incorporate interdisciplinary collaboration with history, ethics, or social studies departments.
- Use reflective journals to encourage students’ moral introspection alongside language learning.

Conclusion

Incorporating a cultural studies approach into foreign language education provides a powerful method for fostering universal human values. By doing so, educators prepare pupils not only for academic and professional success but also for ethical and responsible global citizenship. The fusion of cultural understanding with language acquisition offers a holistic educational experience that resonates deeply with the needs of the 21st century.

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