

CULTURAL-ORIENTED ELT IN TEACHER EDUCATION: CONCEPTUAL FOUNDATIONS**Kurbanniyozova Dinorakhon Shuxrat kizi**

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Annotation. This article examines the conceptual foundations of cultural-oriented English Language Teaching (ELT) in teacher education. In the context of globalization and intercultural communication, future English language teachers require not only linguistic competence but also intercultural awareness and cultural sensitivity. The article discusses the relationship between language and culture, the role of cultural competence in ELT, and the importance of integrating local and global cultural perspectives into teacher education programs. Furthermore, it analyzes the theoretical principles of culturally-oriented pedagogy and highlights methods for developing intercultural communicative competence among prospective teachers. The study emphasizes that culturally-oriented ELT contributes to the formation of reflective, tolerant, and globally competent educators capable of fostering meaningful intercultural dialogue in multilingual educational settings.

Key words: cultural-oriented ELT, teacher education, intercultural communicative competence, language and culture, cultural awareness, global competence, pedagogy, English language teaching.

Аннотация. В данной статье рассматриваются концептуальные основы культурно-ориентированного преподавания английского языка в системе педагогического образования. В условиях глобализации и межкультурной коммуникации будущие учителя английского языка должны обладать не только языковой компетенцией, но и межкультурной осведомлённостью и культурной чувствительностью. В статье анализируются взаимосвязь языка и культуры, роль культурной компетенции в обучении английскому языку, а также важность интеграции локальных и глобальных культурных аспектов в программы подготовки учителей. Кроме того, рассматриваются теоретические принципы культурно-ориентированной педагогики и методы формирования межкультурной коммуникативной компетенции у будущих педагогов. Подчёркивается, что культурно-ориентированное обучение английскому языку способствует формированию рефлексивных, толерантных и глобально компетентных преподавателей, способных эффективно организовывать межкультурный диалог в многоязычной образовательной среде.

Ключевые слова: культурно-ориентированное обучение английскому языку, педагогическое образование, межкультурная коммуникативная компетенция, язык и культура, культурная осведомлённость, глобальная компетентность, педагогика, преподавание английского языка.

Annotatsiya. Mazkur maqolada pedagogik ta'lim tizimida madaniyatga yo'naltirilgan ingliz tilini o'qitishning konseptual asoslari tahlil qilinadi. Globallashuv va madaniyatlararo kommunikatsiya sharoitida bo'lajak ingliz tili o'qituvchilari nafaqat lingvistik kompetensiyaga, balki madaniyatlararo xabardorlik va madaniy sezgirlikka ham ega bo'lishlari zarur. Maqolada til va madaniyat o'rtasidagi bog'liqlik, ingliz tilini o'qitishda madaniy kompetensiyaning o'rni



hamda o'qituvchi tayyorlash dasturlariga mahalliy va global madaniy jihatlarni integratsiya qilishning ahamiyati yoritiladi. Shuningdek, madaniyatga yo'naltirilgan pedagogikaning nazariy tamoyillari va bo'lajak pedagoglarda madaniyatlararo kommunikativ kompetensiyani rivojlantirish usullari tahlil qilinadi. Tadqiqot natijalariga ko'ra, madaniyatga yo'naltirilgan ingliz tilini o'qitish reflektiv, bag'rikeng va global kompetensiyaga ega pedagoglarni shakllantirishga xizmat qiladi.

Kalit so'zlar: madaniyatga yo'naltirilgan ingliz tilini o'qitish, pedagogik ta'lim, madaniyatlararo kommunikativ kompetensiya, til va madaniyat, madaniy xabardorlik, global kompetensiya, pedagogika, ingliz tili ta'limi.

Introduction

In recent decades, the role of English Language Teaching (ELT) has expanded significantly due to globalization, technological development, international mobility, and intercultural interaction. English is no longer taught merely as a foreign language for academic purposes; instead, it has become a global means of communication that connects individuals from different linguistic and cultural backgrounds. As a result, the goals of ELT have shifted from the simple development of grammatical and lexical competence to the formation of communicative and intercultural competence. In this context, teacher education institutions are expected to prepare future English teachers who are capable of integrating language and culture effectively in the learning process.

The integration of culture into language teaching has become one of the central issues in modern pedagogy and applied linguistics. Language is deeply connected with culture because it reflects the values, beliefs, traditions, customs, and worldview of a particular society. Every communicative act is influenced by cultural norms and social expectations. Therefore, learning a foreign language without understanding its cultural background may lead to superficial communication and misunderstanding. Future English teachers need to understand that language teaching is not only about grammar instruction or vocabulary development, but also about helping students become intercultural speakers who can communicate appropriately in diverse contexts.

Cultural-oriented ELT emphasizes the importance of combining linguistic instruction with cultural awareness and intercultural sensitivity. This approach encourages students to compare cultures, reflect on their own cultural identity, and develop respect toward cultural diversity. In teacher education, culturally-oriented pedagogy helps future educators become reflective practitioners capable of creating inclusive and culturally responsive learning environments. Such teachers are better prepared to work in multicultural classrooms and promote tolerance, empathy, and intercultural dialogue among learners.

The Relationship Between Language and Culture

The relationship between language and culture has been widely discussed in linguistics, anthropology, and educational theory. Language is considered one of the most important components of culture because it serves as a medium for transmitting cultural knowledge, social norms, traditions, and collective experiences from one generation to another. Through language, people express their emotions, beliefs, attitudes, and identity. Consequently, language cannot be separated from the cultural context in which it functions. In the field of ELT, culture plays a vital role in the development of communicative competence. Learners who possess only grammatical knowledge may still face difficulties in authentic communication if they are unfamiliar with cultural conventions and pragmatic norms. For example, expressions of politeness, forms of greeting, conversational styles, humor, gestures, and nonverbal communication differ across cultures. Misunderstanding these cultural aspects may lead to communication breakdowns even when linguistic accuracy is achieved.



Furthermore, cultural knowledge enhances students' motivation and engagement in language learning. Authentic cultural materials such as films, literature, songs, media texts, and online communication provide learners with opportunities to experience the target language in real-life contexts. Such materials make learning more meaningful and interactive while simultaneously broadening learners' perspectives about the world.

Another important aspect of cultural-oriented ELT is the integration of learners' native culture into language instruction. Modern approaches to language teaching emphasize that students should not abandon their own cultural identity while learning English. Instead, they should learn how to present their own culture, traditions, and values in English. This balance between local identity and global communication is especially important in teacher education because future teachers serve as mediators between cultures.

Conceptual Foundations of Cultural-Oriented ELT

The conceptual foundations of cultural-oriented ELT are based on several important theories and pedagogical approaches that emphasize the inseparable relationship between language, culture, and communication. These theories provide a framework for understanding how intercultural competence can be developed through language education.

1. Intercultural Communicative Competence

The concept of intercultural communicative competence was extensively developed by Michael Byram, who argued that language learners should become "intercultural speakers" rather than imitate native speakers. According to this theory, effective communication requires not only linguistic competence but also the ability to understand cultural differences, interpret cultural meanings, and interact respectfully with people from other cultures.

Intercultural communicative competence includes several dimensions such as cultural knowledge, skills of interpretation, critical cultural awareness, empathy, openness, and tolerance. In teacher education, future English teachers should learn how to develop these competences both in themselves and in their students. This competence enables teachers to create learning environments where cultural diversity is valued and intercultural dialogue is encouraged.

2. Sociocultural Theory

The sociocultural theory proposed by Lev Vygotsky emphasizes that learning occurs through social interaction and cultural mediation. According to Vygotsky, cognitive development is influenced by social communication, collaborative learning, and participation in cultural practices. In ELT classrooms, sociocultural theory supports the use of pair work, group discussions, collaborative projects, and interactive activities that allow learners to negotiate meaning and exchange cultural perspectives. Through interaction with peers and teachers, students gradually develop both linguistic and intercultural competence. This theory also highlights the teacher's role as a facilitator who guides learners in constructing knowledge through communication and reflection.

3. Communicative Language Teaching

Communicative Language Teaching (CLT) focuses on meaningful communication and authentic language use rather than isolated grammar instruction. Cultural-oriented ELT extends the principles of CLT by integrating cultural content into communicative activities. Students engage in discussions about cultural topics, analyze authentic texts, and participate in tasks that simulate real-life intercultural communication. This approach helps learners understand how language is used in different social and cultural contexts. It also encourages critical thinking and cultural reflection, which are essential components of intercultural competence.

4. Culturally Responsive Pedagogy

Culturally responsive pedagogy recognizes the cultural backgrounds and experiences of learners as valuable resources in education. According to this approach, effective teachers adapt their teaching methods and materials to students' cultural contexts and learning needs. In teacher



education programs, culturally responsive pedagogy encourages future teachers to design inclusive lessons, avoid stereotypes, and promote equality in the classroom. It also helps teachers develop awareness of cultural diversity and understand how culture influences learning styles, communication patterns, and classroom interaction.

The Role of Teacher Education

Teacher education institutions have a crucial responsibility in preparing future English teachers for culturally diverse educational environments. In the modern world, teachers are expected not only to teach grammar and vocabulary but also to facilitate intercultural understanding and global citizenship. Therefore, teacher preparation programs should integrate cultural studies, intercultural communication, and culturally responsive pedagogy into their curricula.

Future teachers need opportunities to explore both their own cultural identity and foreign cultures. Reflective activities, intercultural discussions, and comparative cultural analysis can help student teachers develop cultural awareness and critical thinking skills. Additionally, practical teaching experiences in multicultural contexts allow prospective teachers to apply theoretical knowledge in real educational settings. Digital technologies also play an important role in cultural-oriented ELT. Online communication platforms, virtual exchange programs, and international collaborative projects enable students and teachers to interact with people from different cultural backgrounds. Such experiences contribute to the development of authentic intercultural communication skills and global competence.

Teacher educators should also encourage reflective practice. Reflection helps future teachers analyze their beliefs, attitudes, and teaching strategies in relation to culture and diversity. Reflective teachers are more likely to create supportive and inclusive classrooms where students feel respected and motivated.

Methods and Strategies in Cultural-Oriented ELT

Effective implementation of cultural-oriented ELT requires the use of interactive and learner-centered teaching methods. One of the most widely used strategies is project-based learning, where students investigate cultural topics, prepare presentations, conduct interviews, and collaborate on intercultural projects. Such activities encourage independent learning, creativity, and teamwork. Role plays and simulations are also valuable tools for developing intercultural competence. Through simulated intercultural situations, students learn how to respond appropriately in different communicative contexts and develop empathy toward people from other cultures.

Authentic materials play a significant role in cultural-oriented language teaching. Films, songs, newspapers, podcasts, literature, and social media content expose learners to real-life language use and cultural practices. These materials make lessons more engaging while helping students understand cultural nuances and communication styles.

Another important strategy is reflective learning. Teachers may ask students to write reflective journals, compare cultural experiences, or discuss cultural stereotypes and misunderstandings. Reflection helps learners become more aware of their own attitudes and assumptions while developing openness toward diversity.

Challenges in Implementing Cultural-Oriented ELT

Despite its numerous benefits, the implementation of cultural-oriented ELT faces several challenges in educational practice. One major problem is the lack of sufficient teacher training in intercultural pedagogy. Many teachers feel uncertain about how to integrate culture effectively into language lessons or how to address sensitive cultural issues in the classroom.

Another challenge is the limited cultural content in textbooks and teaching materials. In some cases, cultural information is presented superficially or focuses only on stereotypical representations of English-speaking countries. Teachers therefore need additional resources and



training to provide more balanced and diverse cultural perspectives. Time constraints and examination-oriented education systems may also limit opportunities for intercultural activities in the classroom. Teachers often prioritize grammar and test preparation instead of intercultural communication. However, without cultural understanding, language learning remains incomplete.

Additionally, stereotypes, prejudice, and ethnocentrism may create barriers to intercultural learning. Teachers should encourage critical thinking and respectful discussion in order to overcome these barriers and promote mutual understanding.

Conclusion

Cultural-oriented ELT has become an essential component of modern teacher education because it responds to the demands of globalization, intercultural communication, and multicultural education. Language learning today involves more than acquiring grammatical knowledge; it also requires understanding cultural diversity, developing empathy, and communicating effectively across cultures. The conceptual foundations of cultural-oriented ELT are based on intercultural communicative competence, sociocultural theory, communicative language teaching, and culturally responsive pedagogy. These approaches emphasize the importance of integrating language and culture in order to prepare students for real-life communication in multicultural environments. Teacher education institutions play a key role in preparing future English teachers who are capable of promoting intercultural understanding and inclusive education. Through reflective practice, authentic communication, digital technologies, and culturally responsive teaching methods, future educators can develop the competences necessary for successful professional activity in the globalized world.

Ultimately, cultural-oriented ELT contributes to the formation of tolerant, reflective, creative, and globally competent teachers who are able to foster meaningful intercultural dialogue while preserving local cultural identity.

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