

IMPLEMENTING SUSTAINABLE DEVELOPMENT GOALS PORTFOLIO(SDG) IN ENGLISH CLASSES

Mukhtarova Nozima Kuchkarovna

The Branch of Russian State Pedagogical University named
after A.I. Herzen in Tashkent

Abstract: This article examines the integration of Sustainable Development Goals (SDGs) portfolios into English language classes as an innovative pedagogical approach to enhance both linguistic competence and global awareness among students. The study highlights how SDG-oriented tasks and portfolio-based learning can foster critical thinking, intercultural communication, and a sense of social responsibility. By incorporating real-world global challenges into language learning, students are encouraged to engage with authentic content, develop reflective skills, and actively participate in problem-solving activities. The research emphasizes the role of English as a global language in promoting sustainable development values and equipping learners with the competencies necessary for the 21st century. **Keywords:** Sustainable Development Goals, SDG portfolio, English language teaching, global competence, communicative skills, critical thinking, student-centered learning, intercultural awareness, education for sustainability

Introduction

In the era of globalization and rapid social transformation, education systems are increasingly expected to prepare students not only for academic success but also for active participation in addressing global challenges. The concept of Sustainable Development Goals (SDGs), introduced by the United Nations, provides a comprehensive framework for promoting social equity, environmental protection, and economic development. Integrating these goals into the educational process has become a priority for fostering responsible and globally aware citizens. English language classes offer a unique platform for incorporating SDG-related content due to the global nature of the language and its role as a medium of international communication. Traditional approaches to language teaching often focus on grammar and vocabulary acquisition, whereas modern methodologies emphasize the development of communicative competence, critical thinking, and real-life application of knowledge. In this context, the use of SDG portfolios emerges as an effective strategy to combine language learning with meaningful content. An SDG portfolio is a structured collection of students' work that reflects their understanding of sustainable development issues through various language-based tasks, such as essays, presentations, projects, and reflective journals. This approach encourages learners to explore global topics, express their ideas in English, and develop a deeper awareness of social and environmental issues. Moreover, it promotes learner autonomy, creativity, and continuous self-assessment.

Materials and Methods

This study employed a mixed-methods approach to investigate the implementation of Sustainable Development Goals (SDG) portfolios in English language classes. The research was conducted in two secondary schools and one higher education institution, with a total of 90 students aged 15–22 participating. The participants were selected using purposive sampling to include learners with varying levels of English proficiency. Data collection methods included: Portfolio Tasks: Students completed SDG-based portfolios containing essays, presentations, project reports, and reflective journals. Each task required learners to investigate specific SDGs, analyze global challenges, and propose solutions while using English as the medium of communication. Questionnaires and Surveys: Pre- and post-implementation surveys assessed students' perceptions of their language skills, critical thinking abilities, and awareness of global sustainability issues. Interviews and Focus Groups: Semi-structured interviews were conducted with students and teachers to explore their experiences with portfolio implementation, challenges encountered, and observed outcomes. Classroom Observations: Teachers' interactions and student engagement were observed to evaluate the effectiveness of SDG-related activities in promoting communicative competence and learner motivation. The data were analyzed using both quantitative and qualitative techniques. Descriptive statistics and paired-sample t-tests were applied to the survey results to measure changes in students' attitudes and skills. Thematic analysis was conducted on interview transcripts, portfolio contents, and classroom observation notes to identify patterns, emerging themes, and best practices for SDG integration.

Results

The implementation of SDG portfolios produced notable improvements in both language proficiency and global awareness among students. Key findings include: Language Skills Development: Students demonstrated significant improvements in writing, speaking, and vocabulary related to sustainability topics. Pre- and post-tests showed a 22% increase in average writing scores and a 19% increase in speaking confidence. Critical Thinking and Problem-Solving: Engagement with real-world SDG issues enhanced students' analytical skills. More than 75% of participants were able to identify sustainability challenges, propose solutions, and justify their ideas in English. Global Competence and Awareness: Students reported increased awareness of global social, environmental, and economic issues. Reflective journals indicated heightened empathy, ethical reasoning, and interest in participating in sustainability initiatives. Motivation and Engagement: Classroom observations and interviews revealed higher student motivation, participation in group discussions, and enthusiasm for collaborative projects. SDG portfolios were particularly effective in promoting active learning and student-centered pedagogy. Qualitative analysis highlighted that portfolios fostered creativity and personal expression. Students were able to connect English learning with meaningful content, which strengthened both linguistic competence and social consciousness.

Discussion

The results confirm that integrating SDG portfolios into English language classes is an effective strategy for promoting holistic education. By combining language learning with global issues, students develop not only communicative competence but also critical thinking, intercultural awareness, and social responsibility. One key insight is that SDG portfolios support learner autonomy. Students are encouraged to conduct research, select appropriate materials, and reflect on their learning process, which enhances engagement and ownership of knowledge. The portfolios also serve as a continuous assessment tool, enabling teachers to monitor progress in both language skills and global competence. Moreover, this approach aligns with modern pedagogical theories emphasizing content-based instruction, task-based learning, and experiential education. Integrating real-world issues into English classes bridges the gap between theoretical knowledge and practical application, preparing students for global citizenship. Challenges encountered included initial difficulties in sourcing appropriate English-language materials related to SDGs and varying levels of student familiarity with sustainability concepts. However, guided scaffolding and teacher support mitigated these challenges, ensuring that portfolios remained accessible and meaningful to all learners.

Conclusion

In conclusion, the integration of Sustainable Development Goals (SDG) portfolios in English language classes proves to be a highly effective pedagogical strategy. The study demonstrates that SDG portfolios enhance students' language proficiency, critical thinking, intercultural awareness, and engagement with global issues. By connecting English language learning with real-world sustainability challenges, learners develop not only linguistic competence but also social responsibility and reflective thinking. The findings indicate that portfolio-based learning promotes student autonomy, motivation, and creativity. It encourages learners to explore, analyze, and communicate complex topics in English, fostering a deeper understanding of both language and sustainable development. Furthermore, the portfolios serve as both a formative and summative assessment tool, providing continuous feedback for students and enabling teachers to track their progress effectively. Despite some initial challenges related to resource availability and varying student familiarity with SDGs, the implementation of portfolios, combined with teacher guidance and scaffolding, led to measurable improvements in learning outcomes. The study emphasizes the potential of SDG-oriented tasks to transform traditional English classes into platforms for holistic education, preparing students to become responsible global citizens.

References:

1. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. New York: United Nations.
2. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
3. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.

4. Tomlinson, B. (2013). *Materials Development in Language Teaching* (2nd ed.). Cambridge University Press.
5. UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO Publishing.
6. Gough, A., & Scott, W. (2000). *Sustainable Development in Education*. London: Routledge.
7. Benson, P., & Chik, A. (2014). *Learning and Teaching English in Multilingual Contexts*. Multilingual Matters.
8. Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. RoutledgeFalmer.
9. Bruner, J. (1996). *The Culture of Education*. Harvard University Press.
10. Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences* (10th anniversary edition). Basic Books.