

PRACTICAL STRATEGIES FOR MANAGING ELEMENTARY CLASSROOMS EFFECTIVELY

Namangan State University

**Muhammadova Gulmiraxon Abduzohidjon qizi;
Mamatova Dilrabo Maxmudjanovna**

Abstract: This paper investigates forward-looking methods of incorporating the awareness of global problems in the university EFL teaching through the implementation of three nicely devised, project-based activities. It is based on the theoretical frameworks of global citizenship education, project-based learning, multimodal pedagogy, and communicative language teaching, and the writer claims that learning a language would be a lot more fun and effective if the learners were doing it in the context of real global issues. The author describes three innovative classroom projects - The Future Museum, Global Problems Start-Up Pitch, and Voices from the Planet Documentary - and discusses their role in developing linguistic skills and simultaneously fostering critical thinking, creativity, and social responsibility.

Keywords: global citizenship education, project-based learning, multimodal pedagogy, communicative language teaching, EFL instruction, creative pedagogy, global issues, student engagement, critical thinking, authentic communication

INTRODUCTION

In today's higher education world, English language teaching is becoming a necessity to not just provide great knowledge of language but also to produce citizens who are aware of the world and are socially responsible. With such global problems as climate change, forced migrations, environmental destruction, and social injustice becoming more intense, it is insisted that teachers bring global awareness into the learning of their subjects, and that includes the teaching of foreign languages. This method is in line with the modern teaching that insists on 21st-century skills, critical thinking and global citizenship education (UNESCO, 2015). However, many university EFL classrooms still conduct classes in the traditional way where only texts are used, which has very few opportunities for the learners to engage deeply with actual problems of the world. Thus, students may find it hard to relate their learning of a language to the large social environments or may not see English as a means to participate in world communication.

To overcome these problems, one of the methods that have become very popular among teachers is project-based learning (PBL). PBL develops the skills of student independence, creativity, teamwork and the ability to communicate in a real situation, which are all needed to solve international problems that are taking place in the world. In this paper, we will present three innovative and extremely creative projects that aim to make English teaching come together with awareness of global problems: The Future Museum, Global Problems Start-Up Pitch, and Voices from the Planet Documentary. The purpose of these projects is to make learning experiences that are challenging and that get students thinking deeply, and thus English will not only be seen as a subject to be learned but also as a means for comprehending and reacting to the world.

Literature Review

The teaching of the English language through the integration of global issues is supported by several theoretical foundations that are interlinked; these are global citizenship education (GCE), project-based learning (PBL), multimodal pedagogy, and communicative language teaching (CLT). Global citizenship education advocates the learners' acquisition of the knowledge, values, and skills that are indispensable for comprehending and tackling global issues, for instance, climate change, inequality, and the depletion of the Earth's resources. In the context of language teaching, project-based learning has attained the status of the most effective technique for the simultaneous development of linguistic competence and higher-order thinking skills. PBL stimulates learners to partake in prolonged questioning, work in teams with fellow classmates, and create outcomes that are meaningful and useful (Thomas, 2000). Beckett and Slater (2020) state that in the context of English as a Foreign Language (EFL), projects provide real-life situations for learners to communicate for a long time, to negotiate the meaning, and to use the language purposefully.

Another considerable angle is contributed by multimodal learning theory which asserts the importance of visual, auditory, textual, and performative elements' integration into instructional processes. Kress (2010) and some other researchers point out that in today's educational environments, students use different mediums to communicate their ideas, and multimodal assignments keep them more involved and allow them to gain a better understanding of the topic. The convergence of these theoretical frameworks indicates that the teaching of the English language can significantly contribute to the awareness of global issues if the instructional design prioritizes creativity, authenticity, and empowerment of the learners. This foundations support the development and implementation of innovative classroom projects such as The Future

Museum, Global Problems Start-Up Pitch, and Voices from the Planet Documentary, each of which brings together language learning and global citizenship in distinctive, imaginative ways

Discussion of proposed projects

The Future Museum is the first project that transforms students into curators of an ideal museum from the future which is their responsibility to create with exhibits that highlight global problems of today as if they were historical artifacts. This way of presenting the issue encourages students to detach their minds from the present day and come to the issues with a fresh analytical viewpoint. They are to exhibit each issue in English and to come up with the museum plaque, a visual or material representation, and an audio narration explaining the issue, its sources and its impacts. Among such diverse projects the language learning is deeply entrenched in the young and creative human inquiry process where students are required to cull hard facts, categorize them along conceptual lines, and then do the storytelling in a way that is intriguing and accessible to a large audience. Since their end products are supposed to be both clear and persuasive, the learners are acquiring academic register, descriptive vocabulary, and discursive coherence. Additionally, they are engaging in critical thinking about the reason for the present societies' difficulties in coping with global issues and what the future generations may make out of the legacy left behind. The multimodal project nature—writing, speaking, design, and critical thinking combined—gives rise to high levels of student engagement and also makes it possible for the different learners to show their grasp of the matter through different channels while using English as their main medium for expression.

The second project, Global Problems Start-Up Pitch, brings together the three subjects—entrepreneurship, innovation, and public speaking—so that students would consider problem-solving as a way of thinking. During this project, the students will be working in teams to come up with an idea for a social startup that is imaginary, but that would be aimed at solving a major global or local problem. They will be doing the background research in English, looking at the existing initiatives, and then figuring out the areas where there are no initiatives or the needs that have not been met in such fields as sustainability, social justice, health, or resources shortage. In fact, the pitching is at the heart of the project and it takes the form of a contest where students develop a written mini business plan and a prototype concept in addition to a short but powerful oral presentation that is to be delivered in the same manner as in world innovation competitions. The whole process gives the students the opportunity to become acquainted with different areas of specialized vocabulary like social enterprise,

technology, environmental policy, and global development while at the same time developing their skills in persuasion, argumentation, and engaging the audience. The setting of the pitch demands clarity, precision, and rhetorical skills because the teams have to express their thoughts in a way that is both linguistically correct and conceptually credible. The competitive yet nurturing environment acts as a strong motivator while the concern with real global issues brings about characteristics like responsibility, creativity, and future-oriented mentalities that are not only confined to the language classroom.

In the third project, *Voices from the Planet*, documentary storytelling is used as a tool to connect English learning to real-life human experiences. The students create a short documentary film in English that sheds light on a world issue through the story of a person or community. This could mean talking to people living in the area who have been impacted by environmental changes, gathering stories from the migration flow or diaspora members, or creating fictionalized yet realistic stories based on thorough research. The project starts with scriptwriting, where the students must combine background research and narrative arc into an English writing for either narration or subtitles that is coherent and suitable for the target audience. The students will also need to coordinate their communications and make technical decisions during filming and editing, all of which will take place in English so that the language immersion is preserved. The final documentaries will be powerful artifacts that mix the verbal expression with the emotional storytelling and thus will be the students' proof not only of their vocabulary and grammar knowledge but also of their ability to show empathy, add nuance, and provide social insight. The project, while giving the floor to real human voices, invites the learners to consider global matters as actual experiences rather than mere concepts and thus, it becomes a double curse for them—language proficiency and ethical engagement with the world. These projects have their own unique ways but still, they can be considered as different yet complementary paths for linking the English language instruction with the global awareness.

Conclusion

Incorporating global problem awareness into English language teaching not only gives an excellent chance to turn the university EFL classroom into a place with a lot of creativity, critical thinking, and beneficial learning but also becomes a strong point of getting through to the universities. The three projects which are presented in this article—*The Future Museum*, *Global Problems Start-Up Pitch*, and *Voices from the Planet Documentary*—demonstrate how learning languages can be combined with larger educational practices through the innovative pedagogical design and thereby

inspire students to take up English for inquiry, communication, and global citizenship. Each project positions language learning within the authentic and cognitively demanding contexts that need students to do the research on complex topics, work with their peers and create different kinds of artifacts such as texts, videos, and presentations that will convey their ideas clearly and convincingly. The students practice through their imaginative curation, solution-oriented entrepreneurship, and socially grounded storytelling, engaging not just with the global challenges that are distant and abstract but rather with their insistence that these are urgent realities requiring thoughtful reflection and informed response.

These projects' results do not simply mean learners have gained vocabulary or communicative competence, but rather students are more understanding, critically thinking and feeling responsible towards the world where they live. Such creative methods which connect English teaching and global issues, at the same time, show the ability of project-based learning to produce graduates who are the right place in world dialogues; being globally aware and linguistically proficient. The global interconnectedness that has shaped higher education and continues to evolve, is a major factor in these kinds of pedagogical innovations being the future direction for enriching not only language learning but also social consciousness.

References

1. Beckett, G. H., & Slater, T. (2020). *The project framework: Integrating language, content, and skills for learning*. Routledge.
2. Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
3. Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
4. Thomas, J. W. (2000). *A review of research on project-based learning*. Autodesk Foundation.
5. Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
6. Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*