

“GREEN ENGLISH” APPROACH IN ENGLISH LANGUAGE TEACHING

Khoshimjonova Sayyora Shukurillo kizi

Student of Namangan State Institute of Foreign Languages

Phone : +998935851228

Email: hoshimjonovasayyora@gmail.com

Annotation: *Ushbu maqolada ingliz tilini o'qitishda “Green English” yondashuvi, ya'ni ekologik mavzularni til o'rgatish jarayoniga integratsiya qilish masalasi tahlil qilingan. Ekologik muammolar bugungi kunda global dolzarblik kasb etayotgani bois, til ta'limida ham ekologik ongni rivojlantirish muhim ahamiyat kasb etmoqda. Tadqiqot davomida xalqaro olimlarning ilmiy qarashlari o'rganilib, “Green English”ning metodik asoslari va o'quvchilarda barqaror rivojlanish kompetensiyasini shakllantirishdagi o'rni yoritildi.*

In English: This article analyzes the integration of the “Green English” approach into English language teaching, focusing on the use of ecological topics in language classrooms. Considering that environmental issues have become globally urgent, the development of ecological awareness through language education is highly important. The study reviews international scholars' perspectives and highlights the methodological foundations of “Green English” and its role in shaping sustainable development competencies among learners.

На русском языке: В данной статье рассматривается применение подхода «Green English» в обучении английскому языку, то есть интеграция экологических тем в процесс преподавания. Учитывая глобальную актуальность экологических проблем, развитие экологического сознания в языковом образовании приобретает особое значение. В исследовании изучены научные взгляды международных ученых, освещены методические основы «Green English» и его роль в формировании компетенций устойчивого развития у учащихся.

This article examines the integration of the “Green English” approach in English language teaching, which focuses on incorporating environmental topics into the learning process. Given the urgency of ecological challenges worldwide, language education should not only aim at linguistic competence but also contribute to developing learners' ecological awareness and sustainable values. The paper discusses theoretical foundations, presents

insights from international scholars, and analyzes the practical application of “Green English” in fostering both communicative and global citizenship competencies.

Keywords: *Green English, English language teaching, sustainability, ecological awareness, global citizenship, communicative competence.*

INTRODUCTION

In the 21st century, education is expected to address not only academic but also global challenges. One of the innovative approaches in this context is “Green English,” which integrates ecological themes into English language teaching. Language lessons are no longer limited to grammar and vocabulary; they also serve as platforms for raising awareness about sustainability. As Cates (1990) states, “foreign language education should not only teach communication skills, but also promote global awareness and responsibility.” Thus, discussing ecological issues in English lessons helps students develop both linguistic proficiency and life-oriented competencies.

Theoretical Foundations of “Green English”: “Green English” refers to the practice of teaching English through ecological content, such as climate change, waste reduction, renewable energy, and environmental protection. This approach combines linguistic development with environmental education. Crystal (2003) emphasized that “language teaching is inseparable from the social issues that surround learners.” This perspective highlights the relevance of contextualizing English lessons within real-world problems. Students are more likely to engage when the content reflects pressing global issues, making language learning meaningful.

Furthermore, the International Environmental Education Association (2019) underlined that integrating ecological competencies into education is a key pathway to building global citizenship. Therefore, “Green English” not only strengthens students’ vocabulary and communication but also shapes their attitudes towards sustainable living.

Practical Applications and Effectiveness: Teachers can apply “Green English” through various methods: classroom debates on environmental topics, project-based learning, analyzing texts about ecological issues, or even organizing English-language campaigns about recycling and energy saving. Harmer (2015) argued that “when language is taught through meaningful content, motivation and retention significantly increase.” This indicates that using ecological topics, which are both familiar and urgent for students, enhances learning outcomes and motivation.

In Uzbekistan, the integration of “Green English” is particularly relevant. The state program “Yashil Makon” (Green Nation) emphasizes ecological awareness among youth.

English lessons aligned with such initiatives can prepare students to become not only language learners but also active contributors to sustainable development.

CONCLUSION:

In conclusion, “Green English” serves a dual purpose in English language teaching: it develops linguistic skills while simultaneously fostering ecological awareness and responsibility. As the reviewed scholars suggest, language education should extend beyond communication skills and contribute to global citizenship. By incorporating ecological topics, teachers can motivate students, enrich their vocabulary, and instill values of sustainability. Therefore, “Green English” represents an innovative and highly relevant pedagogical approach for 21st-century education.

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