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## FOREIGN LANGUAGE AS A TOOL FOR GLOBAL COMPETENCE: INTEGRATING THE SUSTAINABLE DEVELOPMENT GOALS INTO THE TRAINING OF POLITICAL SCIENTISTS IN UZBEKISTAN

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**Abstract.** This article focuses on the relevance of integrating the Sustainable Development Goals (SDGs) into foreign language teaching for political science students in Uzbekistan. It analyzes global trends and suggests specific ways to adapt the learning process. The aim is to develop specialists who can analyze, engage in dialogue, and solve modern problems.

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**Keywords:** *Sustainable Development Goals, foreign language teaching, political science, global competence, Uzbekistan, project-based learning, educational reforms.*

## **Introduction**

The modern era is defined by increasing global interdependence, where political, economic, and environmental processes cross-national borders. In this context, the education of a political scientist can no longer be limited to a standard set of subjects. A foreign language is transforming from a supplementary subject into a key professional tool. Therefore, its teaching must be connected to current global issues. The UN's Sustainable Development Goals (SDGs) serve as this conceptual framework, offering a comprehensive plan for a better future for all.

For Uzbekistan, which is implementing large-scale reforms and actively integrating into the global community, the task of training political scientists who are not only proficient in a language but also have a global mindset is becoming a strategic priority. This article aims to analyze how integrating the SDGs into foreign language teaching can improve the quality of political science education. It will also examine existing opportunities and challenges in the context of Uzbekistan and propose practical steps for implementation.

## **Main Body**

For a political scientist, proficiency in a foreign language is critically important. It provides access to primary sources, enabling them to work with documents from international organizations, analytical reports from leading think-tanks (such as the RAND Corporation or Chatham House), and materials from foreign media.

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Furthermore, it allows them to conduct analysis without the meaning being distorted, which is often inevitable in translation.

Without language skills, conducting interviews or analyzing local press and social media becomes impossible, which weakens any political science research.

Working in international organizations (like the UN, OSCE, or World Bank), diplomatic missions, or global media requires fluency in at least English. Given Uzbekistan's multi-vector foreign policy, a political scientist who can work with sources in English, Russian, Chinese, or Turkish has a significant competitive advantage.

Integrating the SDGs into language education transforms it from a simple grammar class into a platform for developing global citizenship. It increases student motivation by discussing real and meaningful problems like climate change, gender equality, and water conservation. This approach also develops critical thinking and soft skills through project work, collaboration, and intercultural dialogue, ultimately forming the global mindset essential for a modern political scientist to analyze transnational problems.

Uzbekistan has unique potential for this integration, thanks to strong government support for educational reforms, an active youth, and a rich cultural heritage. Therefore, specific methods and projects should be used for political science students. For instance, a project on "Central Asian Water Diplomacy" (SDG 6) could involve analyzing political decisions around the Aral Sea problem using UNDP reports and local media in a foreign language. To address SDGs 8 and 12, students could study Uzbekistan's strategic documents and compare them with other countries' experiences, given that the "green" economy is a national priority. With significant attention paid to gender equality (SDG 5), students could research the

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role of women in Uzbekistan's political life and write an analytical essay on "Gender Equality in Public Policy."

As a project-based learning task, students could analyze the environmental policies of local authorities, compare them with global best practices, and prepare a presentation with recommendations in a foreign language on "Clean City Policy" (SDG 11). Furthermore, given Uzbekistan's recent emphasis on tourism development, students could develop a project titled "Tourism as a Tool for Sustainable Development," linked to SDG 8, exploring concepts like a "green" tourist route and analyzing regulations and interactions with local communities. Extracurricular activities could include a foreign language discussion club where political science students debate SDG-related topics, as well as participation in international Model UN conferences and student conferences dedicated to global issues.

Despite these opportunities, challenges such as a lack of teaching materials, insufficient teacher training, and overloaded curricula remain. To address these issues, it is necessary to develop specialized textbooks for political scientists in collaboration with international partners like UNDP and the British Council, conduct professional development programs for language teachers focused on the SDGs and integration methods, and incorporate SDG elements into existing courses.

## Conclusion

Integrating the Sustainable Development Goals into foreign language teaching for political scientists is not a passing trend but a strategic necessity. This approach prepares highly qualified specialists who not only master a language as a communication tool but are also capable of analyzing complex global processes,

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formulating balanced positions, and effectively representing Uzbekistan's interests on the international stage. The synergy of language training, political science, and the relevant global agenda of the SDGs creates a powerful educational model. Its implementation in Uzbekistan, given a systematic approach and support, will cultivate a new generation of practical political scientists ready to tackle the challenges of the 21st century and contribute to the sustainable development of their country and the world as a whole.

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