



rag‘batlantirishda muhim vosita sifatida xizmat qilmoqda. Shu bilan birga, bu hodisa til me’yorlarining buzilishi, grammatik soddalashuv va milliy tilning o‘ziga xosliklarini yo‘qotish xavfini ham tug‘diradi.

Demak, internet tili nafaqat texnologik, balki ijtimoiy-madaniy hodisa sifatida baholanishi zarur. Har bir foydalanuvchi tilni to‘g‘ri, madaniyatli va mas’uliyat bilan qo‘llashga intilsa, raqamli makon milliy til taraqqiyotining yangi bosqichiga aylanadi. Xalqimizning “Til – elning ko‘zgusi” degan hikmati bugungi kunda ham o‘z dolzarbligini yo‘qotmagan: tildagi har bir o‘zgarish — jamiyat taraqqiyotining aks-sadosidir.

Foydalanilgan adabiyotlar:

1. Mengaliyeva M, Internet va ijtimoiy tarmoqlarda tilning o‘zgarishi (2025), International scientific journal “Modern science and research”.
2. Sharipova D, Internet va ijtimoiy tarmoqlarning tilga ta’siri (2025), Education and research in the era of digital transformation.
3. Baron, N. S. (2008). Always On: Language in an Online and Mobile World. Oxford University Press.
4. Crystal, D. (2001). Language and the Internet. Cambridge University Press.
5. Baron, N. S. (2008). Always On: Language in an Online and Mobile World. Oxford University Press.
6. Crystal, D. (2001). Language and the Internet. Cambridge University Press.
7. O‘zbek xalq maqollari to‘plami. (2005). Til va tafakkur hikmati. Toshkent: “Fan” nashriyoti.
8. Nurmatov, A. (2019). Internet tili va zamonaviy kommunikatsiya madaniyati. Toshkent davlat sharqshunoslik universiteti ilmiy maqolalar to‘plami.

INGLIZ TILI DARSLARIDA STEAM TOPSHIRIQLARI: IJODLIK, INNOVATSIYA VA SAVODXONLIKNI INTEGRATSIYALASH

Irgasheva Umida Raimjanovna

Angren universiteti katta o‘qituvchi

Email: umidaigasheva1978@gmail.com

Annottsiya: Ushbu maqolada STEAM (fan, texnologiya, Muhandislik, san’at va matematika) vazifalari ingliz tili chet tili sifatida darslarida muhimligi tushuntirilgan. Ingliz tili darslariga STEAM texnologiyalarini integratsiyalash usullari ko‘rsatilgan. Tadqiqotda ingliz tilini o‘rgatishda STEAM vazifalari yordamida kommunikativ, lingvistik, sotsiolingvistik, pragmatik, nutqiy va leksik kompetensiyalarni rivojlantirish ta’kidlangan.

Kalit so‘zlar: integratsiya, tanqidiy fikrlash, hamkorlik, innovatsiya, yaratish, reklama materiallari, baholash, ixtiro qilish.

STEAM TASKS IN ENGLISH CLASSES: INTEGRATING CREATIVITY, INNOVATION AND LITERACY

Irgasheva Umida Raimjanovna

Senior teacher, Angren university

Email: umidaigasheva1978@gmail.com

Abstract: This article explains the importance of STEAM (Science, Technology, Engineering, Arts and Mathematics) tasks in English as a Foreign Language lessons. It shows ways to integrate STEAM technologies into English lessons. The study emphasizes the development of communicative, linguistic, sociolinguistic, pragmatic, discourse and lexical competencies using STEAM tasks in English language teaching.

Key words: integrate, critical thinking, collaboration, innovation, create, promotional materials, evaluate, invent.

ЗАДАНИЯ STEAM НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА: ИНТЕГРАЦИЯ ТВОРЧЕСТВА, ИННОВАЦИЙ И ГРАМОТНОСТИ

Иргашева Умида Раимжановна

Старший преподаватель, Ангренский университет

Email: umidaigasheva1978@gmail.com



Аннотация: В данной статье объясняется важность STEAM заданий (естественные науки, технологии, инженерия, искусство и математика) на уроках английского языка как иностранного. Показаны способы интеграции STEAM технологий в уроки английского языка. В исследовании особое внимание уделяется развитию коммуникативных, лингвистических, социолингвистических, прагматических, дискурсивных и лексических компетенций с использованием STEAM заданий в преподавании английского языка.

Ключевые слова: интеграция, критическое мышление, сотрудничество, инновации, создание, рекламные материалы, оценка, изобретать.

In recent years, education has moved beyond traditional subject boundaries, emphasizing interdisciplinary approaches that foster creativity, problem-solving, and real-world application. One such approach is STEAM—an acronym for Science, Technology, Engineering, Arts, and Mathematics. While STEAM is often associated with technical or scientific disciplines, it has tremendous potential to enrich language learning. Integrating STEAM tasks into English classes not only enhances language proficiency but also develops critical thinking, collaboration, and innovation.[1]

Why STEAM in English?

English language learning is no longer confined to grammar drills and vocabulary lists. In today’s world, learners must communicate ideas, analyze complex problems, and collaborate across cultures and disciplines. Incorporating STEAM tasks helps students:

- ✓ Apply language in authentic contexts
- Learners use English as a tool for inquiry, discussion, and project presentation.
- ✓ Develop 21st-century skills
- Tasks promote creativity, communication, collaboration, and critical thinking.
- ✓ Increase motivation and engagement
- Hands-on, inquiry-based projects make learning more meaningful and enjoyable.

Examples of STEAM Tasks for English Classes

1. Design a Sustainable City (Engineering + Art + English)
Students work in groups to design a model of an eco-friendly city. They must describe its features, create promotional materials, and present their city plan in English. This task integrates vocabulary related to the environment, urban planning, and innovation.[4]

2. Podcast on Scientific Innovations (Science + Technology + English)
Students research a scientific discovery and record a podcast explaining its impact. They develop language skills in summarizing, explaining complex ideas, and using persuasive language.

3. Storytelling with Coding (Technology + Art + English)
Using simple coding platforms like Scratch, students create interactive digital stories in English. This promotes narrative skills and introduces basic programming logic.[3]

4. Math in Literature (Math + English)
Learners analyze patterns, symmetry, or numerical symbolism in poetry or prose. This fosters analytical thinking and connects abstract mathematical ideas with creative expression.[5]

5. Engineering a Character’s Invention (Engineering + English)
Based on a novel or story, students design an invention that a character might create to solve a problem. They present their prototype and write a persuasive pitch.[11]

Benefits of STEAM-Integrated English Learning

- ✓ Enhanced Language Development:
Students practice reading, writing, speaking, and listening in purposeful, content-rich contexts.[9]
- ✓ Improved Problem-Solving Skills:
Tasks encourage exploration and multiple solutions, moving beyond rote learning.
- ✓ Cross-Curricular Connections:
Learners see English as a bridge to understanding science, technology, and art.
- ✓ Increased Confidence:
Students use English to express original ideas and engage in global conversations.[7]

Challenges and Considerations

- ✓ While STEAM integration brings numerous benefits, teachers must address certain challenges:
- ✓ Curriculum alignment: Ensuring tasks meet both language and content objectives.



- ✓ Teacher training: Educators need support to design and facilitate interdisciplinary activities.
- ✓ Assessment: Evaluating both language use and project outcomes fairly requires flexible rubrics.[8]

Conclusion

Incorporating STEAM tasks into English classes transforms language learning into an engaging, interdisciplinary experience. Students not only improve their linguistic abilities but also become creative thinkers and innovators ready for the demands of the modern world. By bridging English with science, technology, engineering, art, and mathematics, educators can cultivate learners who are fluent in both language and imagination.

References

1. Berger, R. STEM Education: New Research Sheds Light On Filling The STEM Gap For Girls <https://www.forbes.com/sites/rodberger/2018/03/31/stem-education-new-research-sheds-light-on-filling-the-stem-gap-for-girls/#7a395f681cf9>
2. Irgasheva, U.R. (2024), The influence of STEAM Technologies to students’ professional speech competence in English classes. Modern science and research, 3(1), 458-461. <https://inlibrary.uz/index.php/science-research/article/view/27999>
3. Irgasheva, U.R., Botirjonova, A.I. (2024), The importance of STEAM technologies in improving students’ professional speech competence in English classes. Luchshiye intellektualniye issledovaniya 14(4), 228-233. <http://web-journal.ru/index.php/journal/article/view/3070>
4. Irgasheva, U.R. (2023), The advantages of using STEAM technologies in improving students’ professional speech competence in English classes. Best journal of innovation in science, research and development 2 (10), 339-342. <https://www.bjisrd.com/index.php/bjisrd/article/view/716>
5. Irgasheva, U.R. (2023), English Learner Classification Status and Stem Access. Web of Synergy: International Interdisciplinary Research Journal, 2(1), 34-40.
6. Irgasheva, U.R. (2023), Relationship between language and STEAM learning for English learners. Oriental renaissance: Innovative, educational, natural and social sciences, 3(4-2), 257-266. <https://cyberleninka.ru/article/n/relationship-between-language-and-steam-learning-for-english-learners/viewer>
7. Irgasheva, U.R. (2022), Interactive teaching methods in ESP. Middle European Scientific Bulletin, Volume 23, 168-172.
8. Irgasheva, U.R. (2025), STEAM as an innovative technology in teaching English. EduVision: Journal of Innovations in Pedagogy and Educational Advancements. Romaniya. Volume 01, Issue 05, May, 2025. Pp.607-613. IF=10.22. <https://brightmindpublishing.com/index.php/ev/article/view/827/854>
9. Irgasheva, U.R. (2024), Benefits of STEAM technologies in English language learning. Central Asian Journal of Education and Innovation 3 (11), 48-53. <https://cyberleninka.ru/article/n/benefits-of-steam-technologies-in-english-language-learning/viewer>
10. Kasatkina N.E. (2011), Modern educational technologies in Higher education, Kemerovo, 42-63.
11. Shipulina Ye.R. (2020), Formation of future teachers’ professional competences on the bases of the course «STEM – technologies in education» master’s dissertation, Ekaterinburg, 34-39.

RAQAMLI TRANSFORMATSIYA DAVRIDA PEDAGOGIK TARBIYA JARAYONINING METODIK YANGILANISHLARI

Jamaldinov Sarvar Azimjanovich

*Namangan viloyati Davlatobod tuman maktabgacha va maktab ta’limi bo’limining Maktablar
faoliyatini muvofiqlashtirish sho’basi boshlig’i – boshliq o’rinbosari
e-mail: sjamaltdinov@gmail.com*

Annotatsiya. Mazkur maqolada raqamli transformatsiya jarayonining ta’lim tizimiga, xususan, pedagogik tarbiya jarayoniga ta’siri ilmiy-nazariy jihatdan tahlil qilinadi. Raqamli muhitda ta’lim va tarbiya jarayonining o’ziga xos xususiyatlari, uning metodik yangilanish omillari hamda pedagogik faoliyatda raqamli texnologiyalarni integratsiyalash mexanizmlari yoritilgan. Tadqiqotda zamonaviy pedagogik metodlar, raqamli kompetensiyalarni rivojlantirishning psixologik va didaktik asoslari, shuningdek, o’qituvchining raqamli transformatsiya sharoitidagi tarbiyaviy funksiyasi tahlil etilgan.