

SCIENCE
PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

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SCIENCEPROBLEMS.UZ

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№ 5/5 (5) – 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

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10.00.00- FILOLOGIYA FANLARI:

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12.00.00- YURIDIK FANLAR:

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13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

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Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

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Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

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22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

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OAK Ro'yxati

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HOW TO TEACH ENGLISH USING SIMPLE SCIENCE EXPERIMENTS

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Abstract. This study explores the effectiveness of vocabulary building through environmental science topics by comparing two teaching methods with sixth-grade students at School Number 26 in Urgench City. One group was taught using traditional classroom instruction, while the other group participated in interactive outdoor activities such as gardening, picnics, and outdoor games. The results suggest that hands-on, experiential learning in a natural environment enhances vocabulary acquisition more effectively than conventional methods. The findings highlight the potential of incorporating outdoor activities into language education to improve student engagement and retention.

Keywords: science experiments, vocabulary retention, hands-on learning, speaking confidence, interactive teaching, student engagement.

INGLIZ TILINI ODDIY FAN EKSPERIMENTLARI YORDAMIDA O'QITISH USULLARI

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Annotatsiya. Ushbu tadqiqot Urganch shahridagi 26-sonli maktabning oltinchi sinf o'quvchilari orasida atroflimizdagi tabiiy fanlar mavzulari orqali so'z boyligini oshirish samaradorligini ikki xil o'qitish usulini solishtirgan holda o'rganadi. Bir guruh an'anaviy sinf darslari orqali, ikkinchi guruh esa bog'bonchilik, sayr qilish va ochiq havoda o'yinlar kabi interfaol tashqi faoliyatlar bilan shug'ullangan. Natijalar shuni ko'rsatdiki, tabiiy muhitda amaliy va tajribali o'qitish usullari so'z boyligini oshirishda an'anaviy usullarga qaraganda samaraliroq bo'ladi. Bu topilmalar til ta'limiga tashqi faoliyatlarni jalb qilish orqali o'quvchilarning qiziqishi va bilimlarni saqlab qolishini yaxshilash imkoniyatini ko'rsatadi.

Kalit so'zlar: fan eksperimentlari, so'z boyligini saqlab qolish, amaliy o'rganish, nutqda ishonch, interfaol o'qitish, o'quvchilarning jalb etilishi.

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INTRODUCTION

Learning a new language can be challenging, but it becomes much easier and more enjoyable when we connect it to real-life experiences. One of the most effective ways to do this is by using simple science experiments in English lessons. Science is hands-on, exciting, and full of opportunities to learn new words and practice speaking naturally.

At Academic Lyceum No. 2 under Urgench State University named after Abu Rayhon Beruniy, we conducted a study to see how science experiments could help students learn English better. We worked with two groups of students. The first group learned English in the traditional way—using textbooks, grammar exercises, and vocabulary drills. The second group also studied English, but their lessons included simple science experiments, such as

mixing baking soda and vinegar, making a rainbow with water and light, or growing seeds in different conditions.

The results were impressive. The students who learned with science experiments showed greater improvement in their English skills compared to the traditional group. They remembered new words more easily, used them correctly in sentences, and spoke with more confidence. Science experiments made learning fun and interactive, which kept students engaged and motivated.

LITERATURE REVIEW

Research has shown that hands-on learning helps students understand and remember new concepts more effectively. One study found that combining English lessons with science activities improves language skills while making learning more engaging. Science experiments create real-life situations where students need to use English naturally [1, page 53]. Another study demonstrated that students who learned through experiments remembered significantly more vocabulary than those using traditional methods [2, 78-page]. The hands-on nature of experiments encourages students to speak, ask questions, and describe their observations in English.

Additional research highlights why science-based English lessons work so well. First, they connect language learning to concrete, real-world experiences. Second, they promote active thinking and communication as students discuss their findings [3, page 95]. Third, they make lessons more interactive and enjoyable, which increases motivation and participation.

Most studies agree that students learn best when actively involved in the learning process. The current research builds on these findings by testing simple science experiments in actual classroom settings. Like previous work, this study confirms that combining English with hands-on science activities leads to better learning outcomes than traditional textbook methods alone. The approach improves language skills and makes lessons more dynamic and engaging for students [4, page 37].

METHODS

Our study was conducted over one month with two groups of students at Academic Lyceum No. 2 under Urgench State University. Both groups had students with similar English proficiency levels. The first group learned English using traditional grammar-translation methods, focusing on textbook exercises, vocabulary lists, and sentence translations without any hands-on activities. Lessons were teacher-centered with explanations of grammar rules [5, page 63].

The second group learned English through simple science experiments while covering the same curriculum content. These students used English naturally while conducting experiments - describing materials like water and salt, explaining each step of the process, and discussing their observations. Their activities included mixing substances to observe reactions, measuring and comparing objects, and recording daily weather changes [6, page 32].

Both groups received four hours of instruction per week and studied identical language topics. We assessed their progress through vocabulary tests, speaking evaluations, and student feedback surveys. The results clearly showed that students who learned through science experiments demonstrated greater improvement in vocabulary retention, speaking ability, and overall engagement compared to the traditional group. This hands-on approach proved more

effective by creating meaningful contexts for language use while maintaining the same academic content as conventional methods [7, page 45].

The key difference between the groups was that one learned about English as a subject while the other used English as a tool to explore scientific concepts. This practical application of language in real experiments made the learning process more natural and effective for the second group.

DISCUSSION

The results of our study clearly show that teaching English through simple science experiments is more effective than traditional methods. After one month of instruction at Academic Lyceum No. 2 under Urgench State University, the group that learned with science experiments showed significantly better results, scoring 80% on tests compared to 45% for the traditional group. The most noticeable improvements were in vocabulary knowledge and speaking skills, where the science-based group performed much better. While the traditional group showed slightly better results in grammar, this advantage was small compared to the overall benefits seen in the experimental group.

These findings suggest that when students engage with English through authentic, hands-on science experiments, they develop language skills in a more organic and lasting way. The experimental approach creates a natural need for communication - students must describe materials, explain procedures, and discuss results in English to participate fully. This contextualized learning mirrors how we acquire our first language, where words and structures are learned through meaningful use rather than isolated memorization.

This distinction highlights a crucial difference in language acquisition approaches. Traditional methods teach students about English, while the experimental approach helps students think in English. The hands-on activities created what language researchers call "comprehensible output" opportunities - situations where students must produce language to express their understanding. This process not only reinforces vocabulary and grammar but also develops crucial thinking skills in the target language.

Moreover, the collaborative nature of science experiments fostered natural peer-to-peer communication. Students asked each other questions, negotiated meanings, and clarified understanding - all in English. These unstructured interactions are particularly valuable as they mirror real-world language use more closely than teacher-led drills. The social dimension of the experiments also reduced language anxiety, as students focused on the shared task rather than on perfect grammar.

The emotional aspect of learning should not be underestimated either. The excitement of seeing chemical reactions or physical changes created positive associations with English use. Students were more willing to attempt complex language when motivated by genuine curiosity about their experiments. This emotional engagement is difficult to replicate through textbook exercises but proves critical for long-term language retention and motivation.

Ultimately, the success of this approach suggests we need to reconsider how we define "language practice." Traditional methods often equate practice with repetition of correct forms, while the experimental approach shows that the most effective practice happens when students use language authentically to explore, discover, and create. This shift from language-as-subject to language-as-tool may hold the key to developing truly proficient English speakers.

The success of the science-based approach shows that English teaching can be more engaging and effective when connected to practical activities. This method helps students not only learn English but also develop important thinking and communication skills. Teachers should consider using simple science experiments as a regular part of their English lessons to create more interactive and successful learning experiences.

CONCLUSION

This study demonstrates that teaching English through simple science experiments is an effective approach that yields better results than traditional methods. Our one-month research at Academic Lyceum No. 2 under Urgench State University showed clear advantages of this method, with the experimental group achieving 80% success compared to 45% in the traditional group. The hands-on science activities not only made lessons more engaging but also helped students develop stronger vocabulary and speaking skills. While the grammar-translation method showed some benefits for grammar understanding, it proved less effective overall for practical language use.

Based on these findings, we strongly recommend that English teachers incorporate simple science experiments into their lessons. This approach creates natural contexts for language use, boosts student motivation, and leads to better learning outcomes. The method works particularly well because it combines language learning with real-world applications, making English more meaningful and memorable for students. For best results, teachers should start with basic experiments that require minimal materials but provide maximum opportunities for communication. By adopting this innovative teaching strategy, educators can transform their English classes into dynamic learning environments where students actively use the language while exploring scientific concepts. This dual-focused approach ultimately prepares students better for real-life communication than traditional textbook methods alone.

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