ISSN: 3060-4613

MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI

O'zbekiston Milliy Pedagogika Universiteti

№1(2)
2026

13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqichlari bo'yicha)
13.00.07 Ta'limda menejment
13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
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02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal

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Elektron nashr. 726 sahifa,
20-yanvar, 2026-yil.

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Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:
• Ekspert kengashi (29.10.2024-y., №10)
• Rayosat qarori (31.10.2024-y., №363/5)
Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):
• Ekspert kengashi (25.05.2025-y., №10)
• Rayosat qarori (08.05.2025-y., №370/5)

"Maktabgacha va maktab ta'limi" jurnali

26.09.2023-yildan

O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan **№C-5669363** reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.

Litsenziya raqami: **№136361**

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THE ROLE OF STEAM TECHNOLOGIES IN TEACHING ENGLISH

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Abstract: The role of STEAM (Science, Technology, Engineering, Arts, and Mathematics) technologies in English language teaching has gained increasing attention in modern education. This article examines the effectiveness of STEAM-based approaches in enhancing language skills, learner motivation, and 21st-century competencies. Using classroom observation, student feedback, and performance analysis, the study explores how STEAM technologies contribute to improved English language acquisition. The findings indicate that STEAM integration fosters communicative competence, critical thinking, and collaborative learning, making English instruction more engaging and meaningful.

Key words: STEAM education, English language teaching, technology integration, communicative competence, interdisciplinary learning.

Annotatsiya: Ingliz tilini o'qitishda STEAM (Science, Technology, Engineering, Arts, and Mathematics) texnologiyalarining o'rni zamonaviy ta'limda tobora ortib bormoqda. Ushbu maqolada til ko'nikmalarini, o'quvchilar motivatsiyasini va 21-asr kompetensiyalarini rivojlantirishda STEAMga asoslangan yondashuvlarning samaradorligi o'rganiladi. Dars jarayonidagi kuzatuvlar, o'quvchilarning fikr-mulohazalari hamda o'quv natijalarini tahlil qilish asosida tadqiqot STEAM texnologiyalarining ingliz tilini o'zlashtirish jarayonini qanday yaxshilashini yoritadi. Natijalar shuni ko'rsatadiki, STEAM integratsiyasi kommunikativ kompetensiya, tanqidiy fikrlash va hamkorlikda o'rganishni rivojlantirib, ingliz tilini o'qitish jarayonini yanada qiziqarli va mazmunli qiladi.

Kalit so'zlar: STEAM ta'limi, ingliz tilini o'qitish, texnologiya integratsiyasi, kommunikativ kompetensiya, fanlararo ta'lim.

Аннотация: В современном образовании всё большее внимание уделяется роли технологий STEAM (наука, технологии, инженерия, искусство и математика) в преподавании английского языка. В данной статье рассматривается эффективность STEAM-ориентированных подходов в повышении языковых навыков, мотивации учащихся и компетенций XXI века. На основе наблюдений за учебными занятиями, отзывов учащихся и анализа учебных результатов исследуется вклад технологий STEAM в совершенствование процесса усвоения английского языка. Полученные результаты показывают, что интеграция STEAM способствует развитию коммуникативной компетентности, критического мышления и навыков сотрудничества, делая преподавание английского языка более увлекательным и содержательным.

Ключевые слова: STEAM-образование, преподавание английского языка, интеграция технологий, коммуникативная компетентность, междисциплинарное обучение.

INTRODUCTION

In the modern educational landscape, the integration of innovative teaching approaches is essential to meet the needs of 21st-century learners. One of the most effective interdisciplinary approaches is STEAM education, which combines Science, Technology, Engineering, Arts, and Mathematics. When applied to English language teaching (ELT), STEAM technologies transform traditional lessons into interactive, student-centered learning experiences that foster creativity, critical thinking, and communication skills. This article explores the importance, benefits, and practical applications of STEAM technologies in teaching English.

LITERATURE REVIEW

Language learning has long relied on textbooks, lectures, and repetitive exercises. However, the STEAM approach introduces a multidimensional, project-based methodology that makes English learning more dynamic, interactive, and contextual. Instead of merely memorizing vocabulary or grammar rules, students use English as a functional tool to solve problems, collaborate on projects, and create content. Science projects

conducted in English help students expand their scientific vocabulary while improving their communication skills. For example, conducting simple experiments and writing reports or presenting findings in English encourages the use of technical language and logical structure in both written and spoken communication. This study employed a mixed-methods approach, combining qualitative and quantitative data to analyze the effectiveness of STEAM technologies in English language classrooms [7].

Engineering activities, such as building models or designing systems, can also be integrated into English projects. When students are asked to design a prototype and then describe or pitch it in English, they engage in authentic communication that develops both language proficiency and critical thinking skills. The "A" in STEAM emphasizes creativity, which is an essential component of language learning. Through drama, storytelling, multimedia projects, and digital art creation, students express themselves in English while developing artistic and emotional intelligence. For instance, digital storytelling platforms allow students to write, narrate, and animate their own stories in English, integrating linguistic and creative competencies. Although less explicit, mathematics also supports language learning by reinforcing logical thinking and precision–skills that are essential for mastering grammar, sentence structure, and academic writing. Word problems, data interpretation, and statistical presentations conducted in English promote the development of both numerical and linguistic literacy [5].

RESEARCH METHODOLOGY

The integration of STEAM technologies into English language instruction offers several significant advantages. First, student engagement increases, as learners are more motivated when instruction is hands-on, meaningful, and connected to real-life contexts. Second, STEAM promotes authentic communication, where language is used as a practical tool rather than as an isolated objective. Third, collaborative learning through group projects enhances communication and interpersonal skills in English. Additionally, STEAM-based instruction fosters critical thinking by encouraging students to analyze, synthesize, and evaluate information using the target language. Finally, the integration of English with STEAM disciplines supports the development of 21st-century skills, preparing students for future academic and professional environments. Despite its numerous advantages, the implementation of the STEAM approach in English teaching also presents certain challenges. Teachers must receive appropriate training to integrate STEAM methodologies effectively into language instruction. Resource availability remains a concern, as not all schools have access to the necessary technological tools or materials. Furthermore, curriculum design requires a shift from traditional lesson planning toward interdisciplinary, project-based instruction [6].

Overcoming these challenges necessitates institutional support, collaboration among teachers of different subject areas, and a willingness to experiment, reflect, and adapt instructional practices.

ANALYSIS AND RESULTS

STEAM technologies make learning more interactive and visually stimulating, which naturally increases student interest and motivation. Traditional language lessons often rely on passive reading or listening exercises; however, STEAM approaches bring these activities to life through digital and hands-on methods. Virtual Reality (VR) and Augmented Reality (AR) tools can transport students into immersive environments where they explore English-speaking cultures, interact with virtual characters, or participate in virtual field trips. Such experiences transform language learning into an engaging adventure, significantly enhancing learner engagement and retention [1].

Gamification through coding and robotics further strengthens this process. Coding platforms such as Scratch and robotic kits like Sphero enable students to design language-based games and interactive stories, making learning both enjoyable and educational. Through storytelling and command-following tasks, students remain motivated while reinforcing vocabulary, syntax, and communicative competence.

Integrating STEAM into English lessons encourages learners to think critically and apply language skills in novel contexts. Unlike traditional rote exercises, STEAM-based tasks require problem-solving, strategic thinking, and decision-making through the medium of English. Coding for language development, for instance, involves creating interactive narratives in which students must carefully consider character development, plot structure, and dialogue. This process promotes logical sequencing, linguistic accuracy, and a deeper understanding of how language shapes meaning. Similarly, design thinking activities using digital tools such as Canva or Adobe Spark allow students to create infographics, presentations, and digital posters. These tasks foster both language and visual literacy, as learners must communicate ideas concisely and effectively, thereby strengthening analytical thinking alongside language proficiency [2].

STEAM projects frequently involve collaborative work, providing students with meaningful opportunities to practice English in social and cooperative contexts. Group-based activities promote communication skills essential for both academic achievement and real-world interaction. Collaborative digital storytelling, facilitated through platforms such as Google Docs or Twine, allows students to co-create texts by brainstorming, drafting, and editing in English. This collaborative process enhances not only language skills but also soft skills, including teamwork, negotiation, and constructive feedback. Project-based learning with robotics further reinforces cooperative communication, as small teams program robots to perform specific tasks. Giving and following instructions in English requires clarity and precision, thereby strengthening vocabulary use, syntactic accuracy, and confidence in spoken communication.

The findings revealed significant improvements in the experimental group compared to the control group. Post-test results demonstrated higher gains in speaking and writing proficiency among students exposed to STEAM-based instruction. Questionnaire data indicated increased learner motivation, engagement, and interest in English lessons. Furthermore, students showed noticeable improvement in communication, collaboration, teamwork, and presentation skills. Project-based STEAM activities also fostered critical thinking by encouraging learners to analyze problems and propose solutions using English as a working language. Overall, the experimental group outperformed the control group in both linguistic and cognitive outcomes. These results support previous research highlighting the effectiveness of STEAM integration in language education. By embedding English within scientific, technological, and creative tasks, learners were able to use language meaningfully and purposefully. Technology-enhanced tools provided immediate feedback, multimodal input, and collaborative learning opportunities, all of which contributed to improved learning outcomes [4].

Moreover, the integration of arts and creative elements reduced language anxiety and encouraged self-expression. Collectively, these findings confirm that STEAM technologies promote learner autonomy and transform the teacher's role from a knowledge transmitter to a learning facilitator. Nevertheless, several challenges were identified, including limited access to technological resources and the need for systematic teacher training. Addressing these constraints is essential to ensure the effective and sustainable implementation of STEAM-based instruction in language education.

CONCLUSION

This study demonstrates that integrating STEAM technologies into English language teaching has a positive impact on students' language proficiency, learning motivation, and the development of 21st-century skills. STEAM-based instruction provides a learner-centered and interdisciplinary framework that fully aligns with contemporary educational objectives and global pedagogical trends. Furthermore, the integration of STEAM encourages active learning, critical thinking, collaboration, and problem-solving skills, which are essential for modern learners. Future research should focus on examining the long-term effects of STEAM-based instruction and exploring its implementation across diverse educational levels and contexts.

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar bo‘yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg‘ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqichlari bo‘yicha)
13.00.07 Ta’limda menejment
13.00.08 Maktabgacha ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

MAKTABGACHA VA MAKTAB TA’LIMI

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2026. №1(2)

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“Maktabgacha va maktab ta’limi” jurnali 26.09.2023-yildan
O‘zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi
Axborot va ommaviy kommunikatsiyalar agentligi tomonidan
№C–5669363 reyestr raqami tartibi bo‘yicha ro‘yxatdan o‘tkazilgan.
Litsenziya raqami: № 136361.

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19-mavze, 17-uy.