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ENHANCING VOCABULARY DEVELOPMENT OF AGRICULTURAL MECHANIZATION STUDENTS THROUGH INSIDE AND OUTSIDE CLASSROOM LEARNING

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Abstract

This study explores the significance of vocabulary development in both classroom and extracurricular settings for students of "Qishloq xo'jaligini mexanizatsiyalash" (Agricultural Mechanization) in Uzbekistan. It examines how integrating inside and outside classroom learning can enhance students' professional language proficiency. The research highlights effective strategies to improve students' vocabulary through both traditional classroom-based approaches and experiential learning activities. This article presents key findings from a research study involving experimental groups to evaluate the impact of both types of learning environments on students' vocabulary acquisition.

Keywords: *Agricultural Mechanization, vocabulary development, inside classroom learning, outside classroom learning, pedagogical tools, educational methodology.*

Introduction. With the ongoing educational reforms in Uzbekistan, the educational system is evolving to align with both global and national standards. A key focus has been to train personnel who are proficient in foreign languages and are equipped with interdisciplinary knowledge. The increasing importance of foreign language skills in the modern educational landscape has led to an enhanced focus on vocabulary development. In particular, students in specialized fields like agricultural mechanization must be proficient in English terminology related to their field.

In this context, it becomes crucial to explore how both inside and outside classroom learning can contribute to students' vocabulary acquisition. The study investigates the effectiveness of these two learning environments in promoting vocabulary development among 1st-year students majoring in Agricultural Mechanization.

The study aims to answer the following questions:

• Why is vocabulary development essential for students in specialized fields?

• How can the process of inside and outside classroom learning be organized?

• What strategies can help students enhance their vocabulary inside and outside the classroom?

Background Knowledge. The classroom environment plays a critical role in providing structured learning opportunities, particularly through textbooks, visual aids, and teacher-led instruction. Inside classroom learning, traditionally associated with lectures and textbook-based teaching, offers students a controlled environment to learn discipline-specific terminology. However, it has limitations in fostering practical language application.

Outside classroom learning, on the other hand, focuses on engaging students with real-world experiences outside the school environment. This may involve field trips, community-based projects, and site visits, where students can apply their academic knowledge in practical settings, thus enriching their vocabulary through hands-on experiences. Research shows that outdoor learning contributes positively to motivation, engagement, and learning outcomes (Fägerstam, 2012; Mygind, 2007).

Both inside and outside learning are essential components in developing a student's vocabulary, especially in a professional context such as Agricultural Mechanization, where technical terms and field-specific vocabulary are central to the curriculum.

Methodology

A. Research Design. This study utilizes a quasi-experimental design, specifically the non-equivalent control group design with pre-tests and post-tests. The aim is to compare the effects of inside classroom learning versus outside classroom learning on vocabulary development.

B. Participants. The study was conducted with 1st-year students from the Agricultural Mechanization program. Two groups were formed, with one group receiving traditional inside classroom learning, while the other engaged in outside classroom learning through field trips and community-based development projects.

C. Data Collection and Analysis. The primary data was collected through pre-test and post-test assessments of students' vocabulary knowledge. Additionally, a student questionnaire was administered to gather qualitative data on the perceived need for vocabulary development and the effectiveness of different learning environments.

Results. 1. Results from Inside Classroom Learning

The following table presents the pre-test and post-test scores for the group that participated in inside classroom learning:

Table 1. Students' vocabulary development through inside classroom learning

№	Year	Classification	Pre-test Frequency	Pre-test Percentage	Post-test Frequency	Post-test Percentage
1.	1	Excellent	2	10%	4	20%
2.	1	Good	4	20%	7	30%
3.	1	Not bad	12	60%	10	50%
4.	1	Poor	5	25%	2	10%
Total			23	100%	23	100%

The results show that inside classroom learning led to a moderate improvement in vocabulary knowledge, with a notable increase in students classified as "Good" and "Excellent." However, the changes were not substantial, reflecting the limitations of traditional teaching methods.

2. Results from Outside Classroom Learning

Next, we analyze the results for the group engaged in outside classroom learning:

Table 2. Students' vocabulary development through outside classroom learning

№	Year	Classification	Pre-test Frequency	Pre-test Percentage	Post-test Frequency	Post-test Percentage
1.	1	Excellent	2	10%	8	30%
2.	1	Good	4	20%	12	55%
3.	1	Not bad	12	45%	2	10%
4.	1	Poor	5	25%	1	5%
Total			23	100%	23	100%

The outside classroom group showed a more significant increase in vocabulary knowledge, particularly in the "Good" and "Excellent" categories. This suggests that real-world learning experiences have a more substantial impact on vocabulary acquisition compared to traditional methods.

DISCUSSION AND CONCLUSION

Traditional classroom learning is an integral part of educational systems around the world. Inside classroom learning is characterized by structured teaching methods such as lectures, textbook-based lessons, and teacher-student interactions. The use of visual aids, handouts, and learning materials is also central to this environment. According to studies by Schmitt and Schmitt (1993), inside classroom learning can be an effective method for teaching vocabulary when combined with systematic vocabulary acquisition strategies. In their research, they argue that vocabulary learning is facilitated by techniques such as repetition, context-rich examples, and the use of word-learning strategies (Schmitt & Schmitt, 1993).

Inside the classroom, students benefit from the direct involvement of teachers, who can introduce specific terminology related to the field of study, such as the vocabulary used in Agricultural Mechanization. For instance, textbooks, academic articles, and instructional videos often focus on terminology relevant to the discipline, helping students develop a strong foundation in their professional language. Moreover, the controlled classroom setting allows for the development of both receptive and productive vocabulary, enabling students to understand and use terms appropriately in written and spoken forms (Folse, 2008).

However, one limitation of inside classroom learning is that it may not provide students with real-world contexts to fully internalize and apply new vocabulary. As Gu (2003) notes, vocabulary learning can be enhanced by allowing students to engage in meaningful, authentic use of language outside of the classroom.

In contrast, outside classroom learning offers a more dynamic and experiential approach to vocabulary acquisition. This type of learning involves activities outside the traditional classroom setting, such as field trips, community-based development projects, and practical workshops. According to Mygind (2007), outside classroom learning has been shown to increase students' motivation, engagement, and physical activity. This approach not only promotes learning in real-world contexts but also exposes students to the professional language and terminology that they will use in their careers.

Research has consistently demonstrated that outside classroom learning enhances vocabulary development by providing students with real-world experiences in which they can use new words and phrases in authentic settings. For example, in the context of Agricultural Mechanization, students may participate in field visits to farms, factories, or mechanized agricultural sites, where they can observe and learn technical terms related to machinery, irrigation systems, and farming practices. These experiences offer students an opportunity to see how vocabulary is used in practice and to expand their language skills by interacting with experts and practitioners in the field (Fägerstam, 2012; Rikkinson et al., 2004).

Additionally, outside classroom learning fosters collaborative learning environments where students work together in teams to solve problems or engage in community development projects. This interaction further enhances their ability to use discipline-specific terminology in practical contexts, thus improving both their receptive and productive vocabulary.

The study indicates that while inside classroom learning can improve students' vocabulary knowledge to a certain extent, outside classroom learning yields more significant gains. Students in the outdoor learning environment had more opportunities to engage with language in real-world contexts, which facilitated deeper vocabulary retention.

The results of this study underscore the importance of integrating both inside and outside classroom learning into the educational process for students of specialized fields like Agricultural Mechanization. Outside classroom learning, in particular, offers students the chance to connect theoretical knowledge with practical application, thereby enhancing their vocabulary and overall learning experience.

In conclusion, a balanced approach that incorporates both traditional classroom methods and experiential learning outside the classroom is essential for fostering effective vocabulary development in English, particularly for students in technical and professional programs like Agricultural Mechanization.

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