FARG'ONA DAVLAT UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
PhD.03/27.09.2024.Fil/Ped.05.09 RAQAMLI ILMIY KENGASH

FARG'ONA DAVLAT UNIVERSITETI

SULTONOVA MUNOJAT YUNUSOVNA

INGLIZ TILINI O'QITISHDA FILOLOGIYA YO'NALISHI TALABALARDA KORPUS LINGVISTIK KOMPETENTLIGINI RIVOJLANTIRISH TEXNOLOGIYASI

13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi (ingliz tili)

PEDAGOGIKA FANLARI bo'yicha falsafa doktori (PhD) dissertatsiyasi AVTOREFERATI

Farg'ona – 2025

Pedagogika fanlari boʻyicha falsafa doktori (PhD) dissertatsiyasi avtoreferati mundarijasi

Оглавление автореферата диссертации доктора философии (PhD) по педагогическим наукам

Contents of dissertation abstract of the doctor of philosophy (PhD) on pedagogical sciences

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Tadqiqot Farg'ona davlat universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o'zbek, ingliz rus (rezyume)) Farg'ona davlat universiteti veb-sahifasida (www.fdu.uz) hamda "Ziyonet" axborot ta'lim portalida (www.ziyonet.uz) joylashtirilgan.

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Yetakchi tashkilot:	Andijon chet tillari instituti

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KIRISH (falsafa doktori (PhD) dissertatsiya annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon ta'lim va ilmiy tadqiqot muassasalarida sohalararo o'quvchilarning tillarni amaliy qo'llash layoqatini rivojlantirish, kompetensiyaviy yondashuvga asoslangan ta'limni takomillashtirish va ingliz tilini yanada mukammal o'rganishda korpus lingvistik kompetentligini rivojlantirishga oid ilmiy tadqiqotlar olib borilmoqda. Ingliz tilini o'qitish tizimi bugungi kunda butun dunyo bo'ylab jadal rivojlanayotgan va global miqyosda muhim ahamiyat kasb etadigan sohalardan biridir. Shu sababli, nafaqat respublikamizda, balki butun dunyo miqyosida ham ingliz tilini zamonaviy texnologiyalar asosida samarali o'qitish muhim ahamiyat kasb etmoqda. Korpus lingvistikasi bu jarayonda tilning o'ziga xos xususiyatlarini aniqlashga va ulardan samarali foydalanishga imkon beradi. Global tili sifatida ingliz tilini o'rganishga qiziqish va intilish ortgani bilan, uning ayni ko'rinishi, ushbu jarayondagi zaruriy metodik yechimlar masalasi, til o'rganishni tizimli bo'lishini yo'lga qo'yishdagi kamchiliklar va cheklovlarni aniqlashtirish masalalari, ingliz tilini zamonaviy metodlar asosida o'qitish muammolari hali o'z yechimini topganicha yo'q. Korpus lingvistikasi- bu tabiiy til materiallaridan tuzilgan katta hajmdagi elektron matn to'plami asosida tahlil qilish imkonini beruvchi metodologik yondashuv bo'lib, tilni tizimli va statistik asosda o'rganishga xizmat qiladi. Bu metodologiya, filologiya yo'nalishi talabalarining tilshunoslik va kommunikativ kompetensiyalarini rivojlantirishda katta ahamiyatga ega. Bu esa bevosita o'quv jarayonlarida, dars tashkillash tizimida va metodik jihatlarda kamchiliklar borligini anglatadi va ingliz tilini o'rgatishning samaradorligini oshirish uchun zarur izlanishlarni amalga oshirish muhim ekanligidan dalolat beradi.

Dunyoning oliy ta'lim muassasalarida ingliz tilini o'qitish muhitida til o'rganuvchilarning korpus lingvistik kompetentligini rivojlantirish texnologiyalari amaliyotga tatbiq etilgan. Ingliz tilini o'qitishda korpus lingvistikasi va pragmatika sohalari bo'yicha AQShning Michigan universitetida, Buyuk Britaniyaning Kembridj, Lankester, Reading; Avstraliyaning Sidney universitetlarida va Xitoyning Gong Kong universitetida korpus asosida yaratilgan lug'atlar va leksik bazalar, shuningdek, tilni o'rgatishdagi samaradorlikni oshirish uchun ko'plab korpus asosida ishlab chiqilgan o'quv dasturlarini rivojlantirtish bo'yicha yirik amaliy loyihalar doirasida bir qator ishlar olib borilmoqda.

Respublikamizda ham jahon tillarini o'qitish metodologiyasida til o'rganuvchilarning ma'lumotlarni o'zlashtirish usullariga asoslangan holda o'quv materiallarini ishlab chiqish, til o'rganish va o'rgatish jarayonidagi materiallarni muvofiqlashtirish va samarali shakllantirish, kreativ fikrlashni rag'batlantirishga oid turli ilmiy tadqiqotlar olib borilmoqda. Ushbu ilmiy tadqiqot natijalari korpus lingvistikasi yordamida interaktiv o'quv tizimlarining ishlab chiqilishi va bu tizimlar orqali o'quvchilar ingliz tilining grammatik, leksik va semantik xususiyatlarini o'rganishlarini inobatga olgan holatda dars texnologiyalarini yaratish chet tillar ta'limining intensivlashishiga, jarayon dinamikasining

oshishiga, til o'rganuvchilarda o'quv motivatsiyasi va samaradorligining rivojlanishiga xizmat qiladi.

O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-sonli "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmonlari, O'zbekiston Respublikasi Prezidentining 2019-yil 3-maydagi "Iqtidorli yoshlarni aniqlash va yuqori malakali kadrlarni tayyorlashning uzluksiz tizimini tashkil etish chora-tadbirlari to'g'risida"gi PQ-4306-sonli qarori, O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi "O'zbekiston Respublikasining rivojlanish davrida ta'lim va fanni rivojlantirish chora-tadbirlari to'g'risida"gi 6108-sonli Farmoni, O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi "Respublikada chet tillarni o'rganishni ommalashtirish faoliyatini sifat jihatdan yangi bosqichga ko'tarish chora-tadbirlari to'g'risida"gi PQ-5117-sonli Qarori, O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil19-yanvardagi "Xorijiy tillarni o'rganishni takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 34-sonli Qarori, shuningdek, mazkur sohaga tegishli boshqa me'yoriy-huquqiy hujjatlarda ta'lim sifatini ta'minlashga doir belgilangan vazifalarni amalga oshirishda ushbu tadqiqot ishi muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalarni rivojlantirishning ustuvor yo'nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalari rivojlanishining "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish, ularni amalga oshirish yo'llari" nomli ustuvor yo'nalishga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. Mamalakatimizda korpus asosida ingliz tilini o'rgatish metodikasi va til kompetensiyasini rivojlantirishga doir izlanishlar H.Komilov, D.Rasulova, Sh.Shamsuddinova, N.Toshpulatov va F.Yuldashevalar, tayanch va fanga oid kompetensiyalarni rivojlantirishga doir tadqiqotlar F.Alimov, Y.Asadov, M.Vahobov, U.Jumanazarov, K.Riskulova, I.Iminaxunova, G.Obidova hamda N.Turdiyevlar tomonidan olib borilgan. Chet tili o'qitish metodikasi masalalari O.Xasanova, Sh.Asqarova, N.Abbasova, N.Merganova, X.Axmadaliyevalarning, metodik jihatlari esa J.Jalolov, S.Misirov, R.Tolipova, R.Yuldashev, K.Qodirovalarning tadqiqot ishlarida yoritilgan.

MDH davlatlarida Ingliz tilini o'qitishda korpus asosidagi yondashuvlar va metodlarni ishlab chiqishning nazariy va amaliy jihatlari S.Sokolova, I.Knyazeva, T.Serebryakova, O.Sidorova, L.Golovina, E.Kuznetsova, N.Kravtsova, .Morozova, A.Polosin, A.Frolov, L.Pokushalova, Y.Fedotkin va A.Zarevalarning ilmiy ishlarida tadqiq etilgan.

Xorijiy mamlakatlarda korpus lingvistikasi sohasida Abdel Latif, M.Boulton, A.Breyer, Y.Callies, M.Charles, M.Crosthwaite va Stell, A.Ebrahimi va Faghih, E.Farr, F.Heather, M.Kim, H.Leech, G.Leńko-Szymańska, Ma.QTang va Lin S.Ma Q.Yuan, R.Cheung va Yang, J.Mc.Enery va Xiao, R.Mukherjee, J.Naismith, B.Poole, R.Römerlar ingliz tilini o'qitishda korpus metodlarini qo'llash bo'yicha

ko'plab ishlanmalar yaratish yuzasidan keng qamrovli ilmiy izlanishlar olib borganlar.

Biroq filologik ta'lim yo'nalishlarida ingliz tilini kasbiy yo'naltirilgan holda zamonaviy metodikalar, korpus lingvistik texnologiyalari orqali o'qitish va bu orqali talabalarning kommunikativ kompetentligini rivojlantirishning monografik tarzda o'rganilmaganligi ushbu yo'nalishda tadqiqot olib borishga asos bo'lib xizmat qiladi.

Tadqiqotning dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya tadqiqoti Farg'ona davlat universitetining "Xorijiy tillarni o'qitishning zamonaviy yondashuvlari va tendensiyalari" ilmiy tadqiqot doirasida bajarilgan. Bu tadqiqot ta'lim jarayonida yangi yondashuvlar yaratishga xizmat qiladi.

Tadqiqotning maqsadi: ingliz tilini o'qitishda korpus lingvistik kompetentlikni rivojlantirish texnologiyasining samaradorligini o'rganish va uni filologiya yo'nalishi talabalariga tatbiq etishdan iborat.

Tadqiqotning vazifalari:

ingliz tilini o'qitishda korpus lingvistik kompetentligini rivojlantirishning pedagogik imkoniyatlarini aniqlashtirish.

filologiya yo'nalishi talabalarining tilshunoslik kompetensiyasini aniqlash, korpus lingvistikasi yordamida rivojlantirish jarayonlarini qiyosiy tahlil qilish va uning dinamikasini aniqlashtirish.

filologiya yo'nalishi talabalarining tilshunoslik kompetensiyasini aniqlash va uni korpus lingvistikasi yordamida rivojlantirish texnologiyasini takomillashtirish.

ingliz tilini o'qitishda korpus lingvistik kompetentligini rivojlantirishning pedagogik imkoniyatlarini ta'lim tizimida joriy etilishining amaliy usullarini ishlab chiqish.

Tadqiqotning obyekti ingliz tilini o'qitish jarayonida korpus lingvistikasi texnologiyalaridan foydalanish va kompetentligini rivojlantirish jarayoni bo'lib, tajriba-sinov ishlari Farg'ona davlat universiteti, Qo'qon davlat pedagogika instituti va Samarqand davlat chet tillar institutlarida o'tkazildi va umumiy 237 nafar respondentlar ishtirok etgan.

Tadqiqotning predmetini oliy ta'lim muassasalarida filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi orqali rivojlantirishning shakl, metod va vositalari tashkil etadi.

Tadqiqotning usullari. Tadqiqot ishida qiyosiy tahlil, anketa, pedagogik kuzatuv, suhbat, taqqoslash, pedagogik tajriba-sinov, matematik-statistik tahlil qilish usullaridan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

oliy ta'lim muassasalarida filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini oshirishda korpus lingvistikasi orqali ingliz tilidagi kasbiy muloqotni o'qitish mazmunining lingvodidaktik hamda psixolingvistik imkoniyatlarining tarkibiy qismlari aniqlashtirilgan;

oliy ta'lim muassasalarida filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi mintaqaviy xususiyatlarini hisobga olgan

holda tizimli integratsiyalashgan yondashuv asosida ingliz tilidagi kasbiy muloqotni o'qitishni tashkil etishning funksional aspektlari asoslangan;

korpus lingvistikasi orqali til bilish darajalarining faktorli tahlili hamda kasbiy layoqatlari, amaliy kasbiy bilimlarini aniqlashtirishda zamonaviy bilimlar intensivligini hisobga olish, kombinatsiyalash hamda interfaol ta'lim metodlarini mutaxassislik hamda ingliz tili fanlari bilan boyitib borish texnologiyalarini hisobga olish orqali takomillashtirilgan;

filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi orqali til bilish darajalarining faktorli tahlili orqali ingliz tilini o'qitishni integratsion jarayonlarini rivojlantirishning metodik ta'minotini takomillashtirish bo'yicha belgilangan ko'rsatkichlardan foydalanish konsepsiyasiga asoslangan amaliy taklif va tavsiyalar ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi orqali til bilish darajalarining tahlillaridan foydalangan holda kasbiy ko'nikmalarini rivojlantirishga doir amaliy takliflar ishlab chiqilgan;

filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi asosida rivojlantirish, integrativ hamda muammoli topshiriqlar tizimi, pedagogik dasturiy vositalari hamda didaktik materiallari ishlab chiqilgan;

filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi orqali rivojlantirishga qaratilgan "Enhancing English Proficiency: A Comprehensive Manual for EFL Learners" nomli o'quv qo'llanmasi yaratilgan hamda amaliyotga joriy qilingan.

Tadqiqot natijalarining ishonchliligi. Tadqiqotda qo'llangan yondashuvlar, nazariy ma'lumotlarning olingan natijalari bilan muvofiqligi, ilg'or xorijiy tajribalar tahlili, metodik ta'minotning amaliyotga joriy etilganligi, dasturiy vositalar orqali innovatsion texnologiyalarni takomillashtirish mexanizmi yaratilganligi, tajriba-sinov ishlarining samaradorlik ko'rsatkichlari matematik-statistik usullar asosida aniqlanganligi, xulosa, taklif va tavsiyalarning amaliyotga tatbiq etilganligi vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy-amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati shundaki, ingliz tilini korpus lingvistikasi asosida o'qitish bo'yicha dissertatsiyada ilgari surilgan g'oyalar, innovatsion metodlar, dars mashg'ulotlarida talabalar muammolarini shakllantirish, filologiya yo'nalishlarida ingliz tili o'qitishda interfaol ta'lim texnologiyalari, pedagogik dasturiy vositalar yordamida korpus lingvistik ko'nikmalarini integratsiyalash hamda kasbiy ko'nikmalarining rivojlantirilganligi bilan izohlanadi.

Tadqiqotning amaliy ahamiyati shuki, ingliz tilini o'qitishga doir dissertatsiyada keltirilgan samarali usullar, talabalarni ijodiy fikrlashga undovchi muammoli mashq va topshiriqlar tizimi, dars ishlanmalari va muammoli mashqlar to'plamlari ishlab chiqilib, amaliyotga tatbiq etilgan. Shuningdek, tadqiqot natijalari va ilmiy-metodik tavsiyalardan oliy ta'lim muassasalarida chet tili o'qituvchilari malakasini oshirish kurslarida nazariy-amaliy material sifatida

hamda ushbu soha bo'yicha o'quv adabiyotlarining zamonaviy avlodini yaratishda keng foydalanish mumkin.

Tadqiqot natijalarining joriy qilinishi. Tadqiqot natijalari oliy ta'lim muassasalarida ingliz tilini o'qitish jarayonida amaliyotga joriy qilinadi. O'quv dasturlari va metodik qo'llanmalarda yangilik sifatida e'tiborga olinadi:

oliy ta'lim muassasalarida filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi orqali ingliz tilidagi kasbiy muloqotni o'qitish mazmunining lingvodidaktik hamda psixolingvistik imkoniyatlarining tarkibiy qismlariga doir takliflari "Mannual for EFL learners" nomli o'quv qo'llanma mazmuniga singdirilgan (O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2023-yil 22-dekabrdagi 537-sonli nashr ruxsatnomasi). Natijada ingliz tili o'rganishda filologiya yo'nalishi talabalarning korpus ligvistik kompetentligini rivojlantirish orqali ularni ingiz tilidagi muhim til ko'nikmalari, jumaladan, "speaking" "writing" va so'zlarni konteksda to'g'ri qo'llashni shakllantirish imkoni yanada oshirildi;

oliy ta'lim muassasalarida filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi mintaqaviy xususiyatlarini hisobga olgan holda tizimli integrasiyalashgan yondashuv asosida ingliz tilidagi kasbiy muloqotni o'qitishni tashkil etishning funksional aspektlarini rivojlantirishga doir takliflari "Mannual for EFL learners" nomli o'quv qo'llanma mazmuniga singdirilgan (O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2023-yil 22-dekabrdagi 537-sonli nashr ruxsatnomasi). Natijada filologiya yo'nalishi talabalarining ingliz tilini o'rganishlarida korpus lingvistikasini rivojlantirish imkoniyatlari kengaytirilgan.

filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi orqali til bilish darajalarining faktorli tahlili hamda kasbiy layoqatlari, amaliy kasbiy bilimlarini aniqlashtirish zamonaviy bilimlarning intensivligini hisobga olish, kombinatsiyalash hamda interfaol ta'lim metodlarini mutaxassislik hamda ingliz tili fanlari bilan boyitib borish texnologiyalariga doir takliflardan "Yoshlar vaqti", "Ochiq muloqot", "Biz bilgan va bilmagan olam" ko'rsatuvlarini tayyorlashda foydalanilgan (O'zbekiston Respublikasi Milliy teleradiokompaniyasi Farg'ona viloyati teleradiokompaniyasining 2025-yil 4-martdagi 44-sonli ma'lumotnomasi). Natijada filologiya yo'nalishi talabalarining tilshunoslik kompetentliklarini korpus lingvistikasi orqali til bilish darajalarini faktorli tahlil qila olish imkoniyatlari kengaytirilgan.

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 4 ta xalqaro va 2 respublika ilmiy-amaliy anjumanlarida muhokamadan o'tkazilgan. Tadqiqot natijalari ilmiy anjumanlar, konferensiyalar va seminarlar orqali aprobatsiyadan o'tkazilgan va pedagogik amaliyotga qo'llash uchun tavsiya etilgan.

Tadqiqot natijalarining e'lon qilinishi. Dissertatsiya mavzusi bo'yicha 13 ta ilmiy ish chop etilgan, shulardan, 1 ta o'quv qo'llanma, O'zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalarining

asosiy ilmiy natijalarini chop etish tavsiya qilingan ilmiy nashrlarda 7 ta maqola, jumladan, 3 ta respublika va 4 ta xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning hajmi va tuzilishi. Dissertatsiya kirish, uch bob, xulosa va tavsiya, foydalanilgan adabiyotlar ro'yxati hamda ilovalardan iborat bo'lib, 152 sahifani tashkil qiladi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqot mavzusining dolzarbligi va zarurati asoslangan, muammoning o'rganilganlik darajasi yoritilgan, ishning maqsad va vazifalari, tadqiqot obyekti va predmeti aniqlangan, tadqiqot usullari, dissertatsiyaning ilmiy yangiligi va amaliy natijalari bayon qilingan, olingan natijalarning ishonchliligi, ilmiy va amaliy ahamiyati asoslangan, tadqiqot natijalarining amaliyotga joriy etilganligi, e'lon qilinganligi, dissertatsiyaning tuzilishi va hajmi bo'yicha ma'lumotlar berilgan.

Dissertatsiyaning **"Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi"** deb nomlangan birinchi bobida, avvalo, korpusning kelib chiqishini va uning sinfda qo'llanishi bo'yicha ayrim usullarni o'rganamiz.

Til o'qitishda korpusdan foydalanishning bir qancha usullari mavjud. Misollar sifatida, 1) tahlil qilish: tildagi muayyan so'z yoki iboralarning chastotasi va paradigmalarini tahlil qilish; 2) kollokatsiyani tahlil qilish: so'zlarning birgalikda kelishini tahlil qilish; 3) janr tahlili: akademik yozuv yoki og'zaki nutqda ishlatiladigan tilni o'rganish; 4) xatolarni tahlil qilish: o'quvchilar tomonidan yo'l qo'yilgan xatolarni aniqlash va bu xatolarni bartaraf etish uchun maqsadli materiallar yaratish kabi usullarni keltirish mumkin.

Korpus lingvistikasi til o'rganishning muhim qismiga aylangan va talabalarning lingvistik kompetensiyasini rivojlantirishda uning samaradorligini o'rganish tobora muhim bo'lib bormoqda. So'nggi yillarda korpus lingvistikasi tilni o'rganishda bir metod sifatida ko'plab tilshunoslarni jalb qilgan. Biroq, korpus lingvistikasi sohasida, ayniqsa, oliy ta'lim dargohlarida, bo'lajak ingliz tili o'qituvchilarini tayyorlashda uning kompetentligini rivojlantirish yuzasidan to'liq tadqiqotlar yetishmayapti. Shuning uchun, bu tadqiqotda ingliz tilini o'rganayotgan talabalarning korpus lingvistikasi bo'yicha kompetentligini rivojlantirish masalalari ko'rib chiqiladi.

Korpusga asoslangan til pedagogikasi tilning tanlov tizimi sifatida tushuniladi. Til o'rganuvchilar haqiqiy tildan foydalanishni o'rganish orqali kommunikativ qobiliyatlarini rivojlantirishlari mumkin. Til o'qitishda korpusdan foydalanish nafaqat real matn to'plamlarini va dasturiy vositalarni o'z ichiga oladi, balki tilni o'rgatishda analitik usullarni ham qo'llaydi. Korpus vositalaridan bilvosita foydalanish til dizayni va o'quv materiallari mazmuniga katta ta'sir ko'rsatishi mumkin. Umumiy korpuslardan foydalanish kommunikativ kompetensiyani rivojlantirishda muhim manba bo'lib, o'quvchilarga real hayotdagi til vaziyatlarini o'rganishga yordam beradi. Bunday yondashuv o'quvchilarga tilning amaldagi qo'llanishi va tez-tez uchraydigan til birliklarini o'rganishda

yordam beradi. Lug‘atni o‘rgatishda o‘qituvchilar alohida sifatlar yoki otlarni o‘rgatishdan ko‘ra, "strong coffee" yoki "heavy rain" kabi tez-tez uchraydigan birikmalarga e'tibor qaratishlari mumkin. Bu talabalarga kundalik hayotda eshitish yoki ishlatish ehtimoli ko‘proq bo‘lgan kombinatsiyalarni o‘rganishga yordam beradi.

Filologiya yo‘nalishi talabalari uchun korpus lingvistik kompetentligini rivojlantirishning uslubiy asoslari aynan tilning haqiqiy kontekstda, ko‘plab misollar va materiallar asosida o‘rganilishini ta'minlaydi. Biroq, korpusdan foydalanish jarayonida ko‘plab talabalar qiyinchiliklarga duch keladi. Korpus lingvistik kompetensiyasini rivojlantirishdagi qiyinchiliklar texnik va ma'lumotlarga kirish bilan bog‘liq muammolarni o‘z ichiga oladi.

Til o‘rganishda korpusdan foydalanish tilning tabiiy qo‘llanilishini aks ettiruvchi keng ko‘lamli haqiqiy til misollarini taqdim etish orqali o‘quvchilarning lingvistik kompetentsiyasini rivojlantirishga yordam beradi. Biroq til o‘rganish sharoitlarida korpus lingvistikasini tatbiq etish, o‘z navbatida, qiyinchiliklarga ham duch kelinayotgani bir nechta tadqiqotlarda ko‘rsatib o‘tilyapti. Texnik qiyinchiliklarga, ma'lumotlarning murakkabligiga va cheklangan ta'sirga qaramay, korpusni til o‘qitishga integratsiya qilish, korpus asosidagi til o‘rganish yondashuvini qo‘llash va hamkorlikda o‘rganishdan foydalanish talabalarda korpus lingvistik kompetentligini rivojlantirish uchun samarali pedagogik yondashuv bo‘lishi mumkin.

Bundan tashqari, ingliz tilini o‘qitishda korpusga asoslangan metodik ta'lim sharoitida ingliz tili korpusi ilovalaridan unumli foydalanishni rivojlantirish bo‘yicha tavsiya etilgan korpus lingvistik kompetenlik texnologiyalarini bo‘lajak o‘qituvchilarni til ko‘nikmalarini shakllantirish nuqtayi nazaridan qayta tahlil qilish zaruratini ko‘rsatadi.

Dissertatsiyaning ikkinchi bobida esa ingliz tilini o‘qitishda talabalarning korpusga yo‘naltirilgan til o‘qitish kompetentligini rivojlantirishning shakl, metod vositalari ingliz tilini o‘qitishda korpusga yo‘naltirilgan ta'limning asosiy maqsadi, talabalar va o‘qituvchilarga tilni haqiqiy kontekstda o‘rganish imkoniyatini yaratishdir. Corpus-based Lanage Pedagogy (CBLP) – bu korpus lingvistikasi til o‘qitish va o‘rganish jarayonini rivojlantirishga yo‘naltirilgan pedagogik mahoratdir. CBLPning asosiy maqsadi korpusdan samarali foydalanish, uning tahlilini o‘rganish va til o‘rganish jarayoniga integratsiya qilishdir. Bu jarayonda o‘qituvchilar, avvalo, korpusni qanday ishlashi haqida va korpusdan olingan ma'lumotlarni ta'lim materiallari sifatida ishlatish usullarini bilishlari zarur. Darslar jarayonida to‘g‘ri pedagogik strategiyalarni qo‘llash muhim bo‘lib, o‘qituvchining ta'lim jarayonini baholab, tahlil qilish ko‘nikmalariga ega bo‘ladi. Korpusga yo‘naltirilgan til o‘qitishning shakllari turli o‘qitish jarayonlari orqali amalga oshiriladi.

Korpusga asoslangan o‘qitishning an'anaviy shaklida talabalar tilni korpusdagi misollar yordamida o‘rganadilar. O‘qituvchi tilni o‘rgatishda real va haqiqiy materiallardan foydalanadi, masalan, matnlar, suhbatlar, maqolalar va boshqa nutq namunalari kabi. Bu metod talabalarga tilni oddiy va haqiqiy

kontekstda qanday ishlatilishini ko'rishga imkon beradi. Korpusga asoslangan o'qitishning interaktiv shakli talabalarning faol ishtirokini talab qiladi. Bu shaklda talabalar korpusdan olingan misollarni tahlil qilib, o'z fikrlarini bildirishadi, bu esa ular uchun o'rganilgan materialni yanada chuqurroq tushunishga yordam beradi. O'qituvchi talabalarning fikrlarini va tahlillarini muhokama qilish uchun guruh ishlaridan foydalanadi. Og'zaki muloqotni tahlil qilish orqali tadqiqotchilar va o'qituvchilar tilning turli kommunikativ kontekstlarda qanday ishlashini o'rganishlari mumkin, bu o'quvchilarga ham, o'qituvchilarga ham og'zaki ingliz tilidagi murakkabliklarni o'rganishga yordam beradi. Masalan, akademik muhitda ma'ruzachilar, ko'pincha, tuzilgan va rasmiy tildan foydalanadilar. "In conclusion" yoki "To summarize" kabi iboralar akademik nutqda umumiy belgilardir. Bundan farqli o'laroq, kundalik suhbatda til ko'proq tasodifiy bo'lib, "You know", "like" yoki "well" kabi so'zlashuv to'ldiruvchilaridan tez-tez foydalaniladi. Og'zaki korpus kompetentligini ishlatilishi ushbu o'zgarishlarni tahlil qilishga qanchalik imkon berishini ko'rsatib, kontekstual omillar tilga qanday ta'sir qilishini tushunish imkonini beradi. Haqiqiy og'zaki ma'lumotlardan foydalangan holda, og'zaki ingliz tilining rasmiy va norasmiy ishlatilishlarini tushunish samarali muloqot uchun juda muhim ekanligini ko'rsatadi. Ushbu holatda talabalar vaziyat va ijtimoiy kontekstga asoslangan holda og'zaki ingliz tilining turli shakllaridan qanday va qachon foydalanishni tushunishlari zarur. Korpusga asoslangan til o'qitishda turli multimodal materiallar, masalan, videolar, tasvirlar, infografikalar va audio fayllar yordamida tilni o'rgatish samarali bo'ladi. Ushbu materiallar talabalarga tilni ko'proq qiziqarli va interaktiv usulda o'rganishga imkon beradi, bu esa ularning til kompetensiyasini oshiradi.

Ikkinchi bob "Ingliz tilini o'qitishda talabalarning korpusga yo'naltirilgan til o'qitish kompetentligini rivojlantirishning shakl, metod va vositalari", deb nomlanib, unda filologiya yo'nalishi talabalari uchun korpus lingvistik kompetentligini rivojlantirishda eng muhim maqsad – tilni faqat qoidalar asosida emas, balki uni real va amaliy vaziyatlarda qanday ishlatilishini o'rganish haqida so'z yuritilgan. Talabalar tilni o'rgatish jarayonida lingvistik materiallarni tahlil qilish, ularni jamiyatdagi muloqotda va real hayot kontekstida qanday ishlatishni o'rganadilar. Bu yondashuv talabalarda ingliz tilini o'rganishning samaradorligini oshiradi va talabalar uchun tilni mukammal o'zlashtirishda muhim hisoblanadi. Filologiya yo'nalishi talabalari uchun korpus lingvistik kompetentligini rivojlantirishda bir nechta uslubiy asoslar mavjud.

1-rasm. Ingliz tilini oʻqitishda filologiya yoʻnalishi talabalarida korpus lingvistik kompetentligining rivojlantirish texnologiyasi

Motivatsion-boshlangʻich bosqich
Talabalarda korpus lingvistikasiga qiziqish uygʻotish
Korpus nima, u qayerda va qanday ishlatilishini tushuntirish
Oʻrganiladigan korpuslar (BNC, COCA, Sketch Engine va h.k.) bilan tanishtirish

Nazariy tayyorlov bosqichi
Korpus lingvistikasining asosiy tushunchalari (korpus, konkordans, annotatsiya, token, lemmatizatsiya)
Ingliz tilini oʻqitishda korpusdan foydalanish usullari: inductive va deduktiv
DDL (Data-Driven Learning) yondashuvi nazariyasi

Amaliy oʻrganish bosqichi
Maxsus topshiriqlar: konkordans tahlili, kolokatsiyalarni aniqlash, grammatika yoki lugʻaviy maʼnolarini oʻrganish
Turli korpuslarda qidiruv amaliyotlari: BNC/COCA orqali real misollar topish
Ixtisoslashgan korpuslar bilan ishlash (akademik, biznes, IT ingliz tili korpuslari)

Mustaqil faoliyat va mini-tadqiqot bosqichi
Talabalarga kichik korpus asosida tahlil olib borish topshiriladi
"Soʻzning real ishlatilishi", "Sinonimlar taqqoslamasi", "Matnlarda frazeologik birikmalar" kabi mavzularda mini-loyihalar

Refleksiya va baholash bosqichi
Oʻz ustida fikr yuritish: talabalar qanday bilim oldi, qanday muammolarga duch keldi
Baholash mezonlari: nazariy bilimlar, amaliy topshiriqlar sifati, mustaqil loyiha yondashuvi
Koʻnikmalarni oʻzlashtirish darajasini aniqlovchi topshiriqlar

Loyiha ishining tuzilishi	**Korpus lingvistik kompetentligi texnologiyasining natijalari:**
1. Loyiha mavzusini, loyiha turini, ishtirokchilar sonini tasdiqlash.	1. Talabalar korpus vositalaridan mustaqil foydalanishni oʻrganadi.
2. Korpus lingvsitik platformalarni tanishtirish rejasini tuzish.	2. Lingvistik tahlil koʻnikmalari rivojlanadi (mantiqiy tahlil, statistik fikrlash).
3. Ingliz tili darslarida guruhlarda olingan maʼlumotlarning oraliq muhokamalarini oʻtkazish.	3. Dars jarayonlarida zamonaviy texnologiyalardan foydalana olishadi.
4. Loyihalarni taqdim etish va himoya qilish.	4. Ingliz tilidagi real kontekstlarda soʻz va ifodalarni chuqur tushunishadi.
5. Loyiha natijalarini jamoaviy muhokama qilish, ekspert baholash (kafedra professor-mutaxassislarini jalb qilgan holda ekspertizadan oʻtkazish).	
6. Olingan natijalarni amaliyotga tatbiq etish.	

Korpus lingvistika metodologiyasida kontekstual yondashuvning alohida o'rni bor. Til o'rganishda kontekstni hisobga olish zarur, chunki tilning ma'nosi va tuzilishi, ko'pincha, jamiyatdagi muayyan vaziyatlarga, auditoriyaga va sharoitga bog'liq bo'ladi. Filologiya yo'nalishidagi talabalarga turli tildagi holatlar, suhbatlar, matnlar va muhitlar asosida tahlil qilishni o'rgatish kerak. Korpus lingvistikasi asosida tashkil etilgan, kontektual tahlil yondashuvi talabalar til kompetensiyasini oshirishga xizmat qiladi. Bu yondashuv talabalarning Grammatik, leksik, va pragmatik bilimlarini integratsiyalashuv holatida rivojlantirish imkonini beradi.

Dissertatsiyaning "**Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyalari bo'yicha tajriba-sinov ishlari**" deb nomlangan uchinchi bobida oliy ta'lim talabalarining korpus lingvistik kompetentligini shakllantirish yuzasidan olib borilgan tajriba-sinov ishlari mazmuni va samaradorlik ko'rsatkichi bayon etildi. Tajriba-sinov ishlari Farg'ona davlat universiteti, Qo'qon davlat pedagogika instituti hamda Samarqand davlat chet tillar institutida olib borildi va 237 nafar respondentlar jalb etildi. Tadqiqot ishi predmeti va obyektiga muvofiq holda, filologiyaning ingliz tili yo'nalishida tahsil olayotgan va "Asosiy o'rganilayotgan chet tili" fani doirasida ingliz tili o'rganayotgan talabalar respondentlar sifatida belgilandi.

Aniqlashtiruvchi bosqichda darslar kuzatish, anketa so'rovnomalari o'tkazish orqali mavjud holat o'rganildi. Korpus lingvistik kompetentligini oshirish qay darajada zarurligini aniqlash maqsadida test nazorati o'tkazildi va quyidagi natijalar olindi:

Tajribaning yakuniy qismida statistik ko'rsatkichlar tahlilini amalga oshirish davomida oldindan belgilangan mezonlardan tashqari ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha o'qitish samaradorligi darajasini aniqlashga qaratilgan test va savolnomalar natijalari hisobga olindi. Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha tadqiqotning tajriba-sinov bosqichida dasturning boshida va oxirida guruhlar bo'yicha natijalar qiyosiy tahlil qilindi.

Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha tajribadan avvalgi (T.a.) va tajriba so'ngidagi (T.s.) ma'lumotlarning umumiy jadvalini keltiramiz (1-jadval).

Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha o'tkazilgan tajriba-sinov ishlarining tajribadan avvalgi (T.a.) va tajriba so'ngidagi (T.s.) umumiy natijalari

№	Mezonlar	Tajriba guruhi (117 nafar respondent)						Nazorat guruhi (120 nafar respondent)					
		yuqori		o'rta		past		yuqori		o'rta		past	
		T.a	T.s.	T.a	T.s.	T.a	T.s.	T.a	T.s.	T.a	T.s.	T.a	T.s.
1	So'zlarning ma'nosini aniqlash	26	54	46	48	45	15	28	35	47	45	45	40
2	Sinonimlarni aniqlash	27	57	42	47	48	13	24	33	43	43	53	44
3	Korpusda idiom va frazeologik birliklarni aniqlash	26	54	43	44	48	19	25	36	44	46	51	38
4	Lexical Collocations (Leksik kollokatsiyalar)ni aniqlash	29	55	45	45	43	17	27	32	46	42	47	46
	Umumiy o'rtacha	**27**	**55**	**44**	**46**	**46**	**16**	**26**	**34**	**45**	**44**	**49**	**42**

Izoh: T.a. – tajriba avvalida, T.s.– tajriba so'ngida

Tajriba-sinov natijalari tahliliga ko'ra, tadqiqot jarayoniga jalb etilgan tajriba guruhidagi talabalarining nazorat guruhi talabalariga nisbatan bilim, ko'nikma va malakalari samarali ekanligi aniqlandi. Bu holatni obyektiv baholash uchun statistik tahlil amalga oshiriladi, aniqlangan xulosa tajriba-sinov ishlarining ilmiy, pedagogik, texnologik va metodik jihatdan to'g'ri va samarali olib borilganini tasdiqlaydi.

Tajriba-sinov ishlari natijasida Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha tajribadan avvalgi va tajriba so'ngidagi ma'lumotlarning (kurslar kesimida) umumiy jadvali keltirilgan (2-jadval).

Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha tajribadan avvalgi (T.a.) va tajriba so'ngidagi (T.s.) ma'lumotlarning (kurslar kesimida) umumiy jadvali

№	Tadqiqot obyektlari	Respondentlar soni	Tajriba guruhlari						Respondentlar soni	Nazorat guruhlari					
			yuqori		o'rta		past			yuqori		o'rta		past	
			T.a	T.s.	T.a	T.s.	T.a	T.s.		T.a	T.s.	T.a	T.s.	T.a	T.s.
1	3-kurs	57	12	26	21	22	24	9	57	12	15	21	22	24	20
2	4-kurs	60	15	29	23	24	22	7	63	14	19	24	22	25	22
	Jami	**117**	**27**	**55**	**44**	**46**	**46**	**16**	**120**	**26**	**34**	**45**	**44**	**49**	**42**

Jadvaldan koʻrinib turibdiki, tajriba guruhi koʻrsatkichlari nazorat guruhi koʻrsatkichlaridan yuqori ekan.

Ingliz tilini oʻqitishda filologiya yoʻnalishi talabalarda korpus lingvistik kompetentligini rivojlantirish texnologiyasi boʻyicha tajribadan avvalgi (T.a.) va tajriba soʻngidagi (T.s.) maʼlumotlarning umumiy jadvalini OTMlar kesimida keltiramiz(4-jadval).

4-jadval

Ingliz tilini oʻqitishda filologiya yoʻnalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi boʻyicha tajribadan avvalgi (T.a.) va tajriba soʻngidagi (T.s.) maʼlumotlarning (OTMlar kesimida) umumiy jadvali

Tajriba - sinov obyektlari	Respondent lar soni	Tajriba guruhlari						Respondent lar soni	Nazorat guruhlari					
		yuqori		oʻrta		past			yuqori		oʻrta		past	
		T.a	T.s.	T.a	T.s.	T.a	T.s.		T.a	T.s	T.a	T.s.	T.a	T.s.
SDCHTI	39	11	20	15	15	13	4	40	10	13	14	14	16	13
QDPI	39	8	18	13	16	18	5	40	9	11	16	15	15	14
FarDU	39	8	17	16	15	15	7	40	7	10	15	15	18	15
Umumiy	117	27	55	44	46	46	16	120	26	34	45	44	49	42

Jadvaldagi natijalar tahlil qilinib, tajriba va nazorat guruhlarining tajribadan avvalgi statistik koʻrsatkichlari taqqoslandi (5-jadvalga qarang).

5-jadval

Ingliz tilini oʻqitishda filologiya yoʻnalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi boʻyicha tajribadan avvalgi maʼlumotlarning solishtirma jadvali

	Tajriba -sinov obyektlari	Yuqori	Oʻrta	Past	Jami
Tajriba guruhi	SDCHTI	11	15	13	**39**
	QDPI	8	13	18	**39**
	FarDU	8	16	15	**39**
Umumiy oʻtacha		**27**	**44**	**46**	**117**
Nazorat guruhi	Tajriba - sinov obyektlari	Yuqori	Oʻrta	Past	Jami
	SDCHTI	10	14	16	**40**
	QDPI	9	16	15	**40**
	FarDU	7	15	18	**40**
Umumiy oʻtacha		**26**	**45**	**49**	**120**

Yuqoridagi jadvallarga asosan, tajriba-sinov avvalidagi natijalarga koʻra, tadqiqot jarayoniga jalb etilgan tajriba guruhidagi oʻquvchilarning nazorat guruhidagi oʻquvchilariga nisbatan bilim, koʻnikma va malakalar orasidagi farqlar sezilarli emasligi aniqlandi. Ingliz tilini oʻqitishda filologiya yoʻnalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi boʻyicha tajriba-sinov avvalidagi natijalar tahlili keltirildi (6-jadvalga qarang).

Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha tajriba-sinov avvalidagi natijalar tahlili (son va foizlarda)

Guruhlar	Talabalar soni	O'zlashtirish natijalari (% da)		
		yuqori	**o'rta**	**past**
Tajriba guruhi	117	27 / 23	44 / 38	46 / 39
Nazorat guruhi	120	26 / 22	45 / 37	49 / 41

Tajriba-sinov avvalidagi natijalarga ko'ra, tadqiqot jarayoniga jalb etilgan tajriba guruhidagi talabalarning nazorat guruhidagi talabalarga nisbatan bilim, ko'nikma va malakalar orasidagi farqlar sezilarli emasligi aniqlandi. Bu diagrammada quyidagi ko'rinishni oldi.
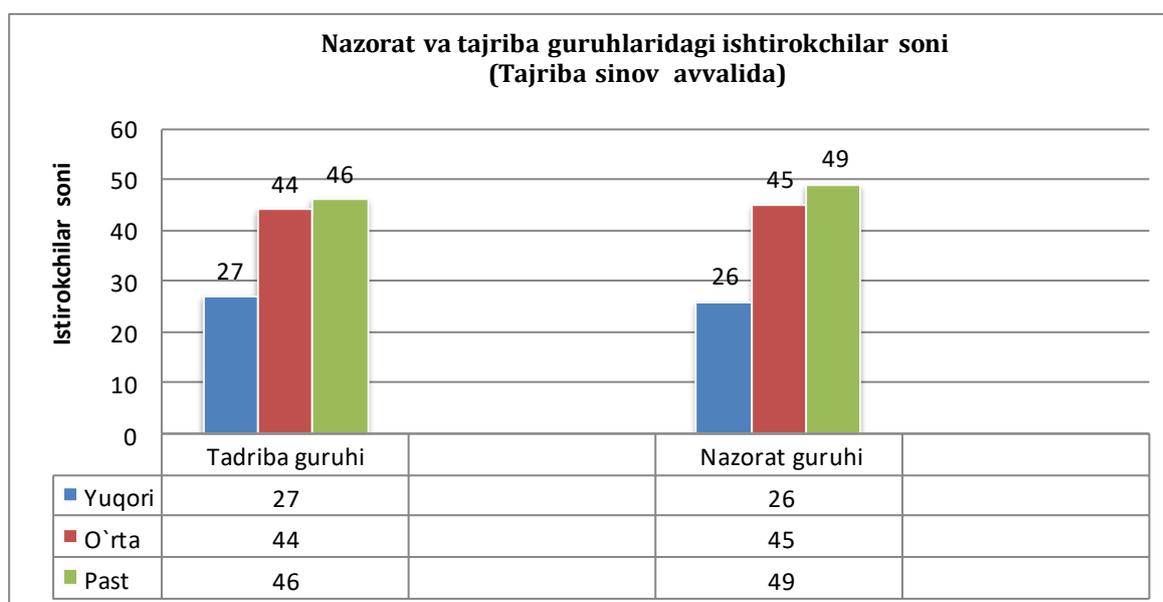
1-rasm. Tajriba-sinov avvalidagi natijalar diagrammasi

Diagrammadan ko'rinib turibdiki, tajriba guruhidagi yuqori va o'rta ko'rsatkichlar nazorat guruhi ko'rsatkichlaridan sezilarli farq qilmaydi. Bu esa dastlabki bosqichda guruhlarda bilim darajasi yetarli emasligini ko'rsatadi.

Statistik tadqiqotlarga asosan, 4-jadvalgagi natijalar tahlil qilinib OTMlar kesimida tajriba-sinov ishlarining so'ngidagi ingliz tilini o'qitishda filologiya yo'nalishi talabalarda korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha statistik ko'rsatkichlar taqqoslandi (7-jadvalga qarang):

**Ingliz tilini oʻqitishda filologiya yoʻnalishi talabalarida korpus lingvistik
kompetentligini rivojlantirish texnologiyasi boʻyicha tajriba soʻngidagi
statistik maʼlumotlarning solishtirma jadvali (OTMlar kesimida)**

	Tajriba -sinov obyektlari	yuqori	oʻrta	past	Jami
Tajriba guruhi	SDCHTI	20	15	4	**39**
	FarDU	18	16	5	**39**
	QDPI	17	15	7	**39**
Umumiy oʻtacha		**55**	**46**	**16**	**117**
Nazorat guruhi	Tajriba - sinov obyektlari	yuqori	oʻrta	past	Jami
	SDCHTI	13	14	13	**40**
	FarDU	11	15	14	**40**
	QDPI	10	15	15	**40**
Umumiy oʻtacha		**34**	**44**	**42**	**120**

Tajriba-sinov natijalari tahliliga koʻra, tadqiqot jarayoniga jalb etilgan tajriba
guruhidagi oʻquvchilarning nazorat guruhi oʻquvchilariga nisbatan bilim, koʻnikma
va malakalari samarali ekanligi aniqlandi. Bu holatni obyektiv baholash uchun
umumlashgan holatda statistik tahlil amalga oshirildi, aniqlangan xulosa tajriba-
sinov ishlarining ilmiy, pedagogik, texnologik va metodik jihatdan toʻgʻri samarali
olib borilganini tasdiqlaydi (8-jadval).

Tajriba-sinov soʻngidagi natijalar tahlili (son va foizlarda)

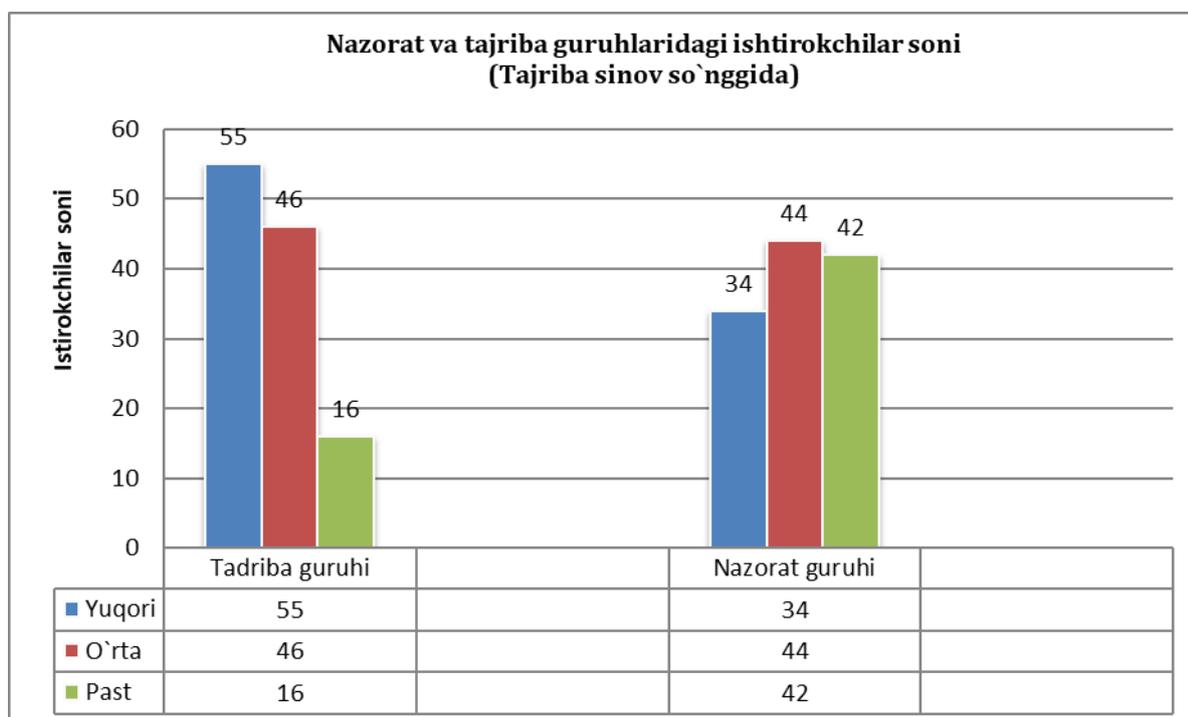| Guruhlar	Oʻquvchilar soni	Oʻzlashtirish natijalari (% da)		
		yuqori	oʻrta	past
Tajriba guruhi	117	55 / 47	46 / 39	16 / 14
Nazorat guruhi	120	34 / 28	44 / 37	42 / 35

Tajriba-sinov natijalari tahliliga koʻra, tadqiqot jarayoniga jalb etilgan tajriba
guruhidagi oʻquvchilarning nazorat guruhi oʻquvchilariga nisbatan bilim, koʻnikma
va malakalari samarali ekanligi aniqlandi.

3.2.2-rasm. Tajriba-sinov so'ngidagi natijalar diagrammasi

Diagrammadan ko'rinib turibdiki, tajriba guruhi ko'rsatkichlari nazorat guruhi ko'rsatkichlaridan yuqori ekan.

Yuqoridagi natijalarga asoslangan holda matematik statistik tahlil qilinib, tajriba yakunidagi holat uchun o'rta qiymat, tanlanma dispersiya, variatsiya ko'rsatkichlari, Styudentning tanlanma mezoni, Styudent mezoni asosida erkinlik darajasi, Pirsonning muvofiqlik mezoni va ishonchli chetlanishlari topildi (9-jadval).

9-jadval

Ingliz tilini o'qitishda filologiya yo'nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo'yicha tajriba-sinov natijalarining statistik ko'rsatkichlari

$\overline{X}$	$\overline{Y}$	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	$X_{n,m}^2$	Δ_x	Δ_y
2,33	1,93	0,5011	0,6252	2,81	3,73	4,44	235	16,62	0,13	0,14

Yuqoridagi natijalarga asoslanib tajriba-sinov ishlarining sifat ko'rsatkichlarini hisoblaymiz.

Bizga ma'lumki, $\overline{X}$ =2,33; $\overline{Y}$ =1,93; $\Delta_x = 0,13$; $\Delta_y = 0,14$ ga teng.

Bundan sifat ko'rsatkichlari:

O'qitish samaradorligi ko'rsatkichi quyidagicha aniqlanadi:

$$K_{ycб} = \frac{(\overline{X} - \Delta_x)}{(\overline{Y} + \Delta_y)} = \frac{2,33 - 0,13}{1,93 + 0,14} = \frac{2,20}{2,07} \approx 1,06 > 1;$$

Bilish darajasini ko'rsatkichi esa quyidagicha aniqlanadi:

$$K_{бдб} = (\overline{X} - \Delta_x) - (\overline{Y} - \Delta_y) = (2,33 - 0,13) - (1,93 - 0,14) = 2,20 - 1,79 = 0,41 > 0;$$

Olingan natijalardan o'qitish samaradorligini baholash mezonini birdan kattaligi bilan va bilish darajasini esa baholash mezonining noldan kattaligi bilan ko'rish mumkin. Yuqoridagi statistik tahlillardan ma'lum bo'ladiki, ingliz tilini

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o‘qitishda filologiya yo‘nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo‘yicha tajriba guruhlaridagi o‘zlashtirish nazorat guruhlaridagi o‘zlashtirishdan(13,3 % ga) yuqori ekan.

Demak, olib borilgan tajriba-sinov ishlari ingliz tilini o‘qitishda filologiya yo‘nalishi talabalarida korpus lingvistik kompetentligini rivojlantirish texnologiyasi bo‘yicha ta’lim samaradorligi oshishini tasdiqladi.

XULOSA

Dissertatsiyaning barcha boblari bo‘yicha olingan natijalar shuni ko‘rsatadiki, korpusga asoslangan til pedagogikasi ingliz tilini o‘qitishda talabalar til kompetentligini rivojlantirishda samarali va innovatsion yondashuv hisoblanadi. Bu metodologiya, talabalarning til o‘rganish ko‘nikmalarini kuchaytirishga, shuningdek, o‘qituvchilar uchun o‘qitish jarayonini yanada samarali qilish imkoniyatini yaratadi. Korpus texnologiyalarining o‘qitish jarayoniga tatbiq etilishi kelajakda ingliz tilini o‘qitishda yangi pedagogik metodlar va texnologiyalarni joriy etish uchun muhim asos bo‘lib xizmat qiladi.

Oliy ta’lim muassasalari filologiya yo‘nalishi talabalarining ingliz tilini o‘rganishda korpus lingvistik kompetentligini rivojlantirish texnologiyasiga bag‘ishlangan tadqiqotimiz natijalari orqali quyidagicha xulosalarga keldik:

1. OTM filologiya yo‘nalishidagi talabalarning ingliz tilini korpus lingvistik kompetentligini rivojlanitirish texnologiyasini ta’lim jarayonida qo‘llash jarayonidagi qiyinchiliklar, bo‘lajak ingliz tili o‘qituvchilarining kasbiy kompetensiyasiga qo‘yilayotgan malaka talablarini metodologik va ilmiy-nazariy asoslarini o‘rganish, qiyosiy tahlil qilish, xulosa va tavsiyalar asosida olg‘a surilgan nazariy g‘oyalarni amaliyotga tatbiq etish va natijada mustaqil, zamonaviy, intellektual, raqobatbardosh, kommunikativ kompetentli ingliz tilli o‘qituvchilarini tayyorlashga zamin yaratadi.

2. Ingliz til o‘qitishning maqsadi, mazmuni va metodlari asosida korpus lingvistik kompetentligini rivojlantirishga yo‘naltirilgan texnologiyalarni ta’lim jarayoniga tatbiq etilishi, chet tili o‘qitishning samarador usullaridan biri sifatida oliy ta’lim muassasalarining xorijiy til ta’limi tizimida ijtimoiy buyurtma sifatida tavsiflanadi.

3. Oliy ta’lim muassasalarida chet tillarini o‘qitish Davlat standartining mazmuni ingliz tili o‘qituvchisining kasbiy tayyorgarligiga qo‘yiladigan malaka talablaridan kelib chiqqan holda ixtisoslashtirilgan fanlarning namunaviy o‘quv dasturlari, ishchi o‘quv dasturlari, darsliklar va o‘quv qo‘llanmalari mazmunini xalqaro talablar asosida korpus lingvistik materiallar bilan muntazam takomillashtirish zarurligini ko‘rsatadi. O‘quvchilarning ingliz tili bo‘yicha korpus lingvistik kompetentligini rivojlantirishga qaratilgan til o‘qitishni tashkil etish shakllari, metodlari va vositalari asosida takomillashtirildi (topshiriq asosida til o‘rgatish, loyiha asosida til o‘rgatish, jamoa asosida til o‘rgatish, keys-stadi);

4. O‘qituvchi va talaba hamkorligida darsda, auditoriyadan tashqari korpusdan keng foydalangan holda ta’lim jarayonida o‘quvchilarning korpus

lingvistik kompetentligini rivojlantirish uchun katta imkoniyatlar belgilandi va tavsiyalar asosida takomillashtirildi.

5. Korpus lingvistik kompetentligini rivojlantirish ingliz tilini o'qitish jarayonida talabalarning kasbga bo'lgan qiziqishlari, qobiliyatlari, imkoniyatlari va psixologik xususiyatlarini hisobga olgan holda ingliz tili bo'yicha talabalarning korpus lingvistik kompetentligini faol rivojlantirish bo'yicha aniq ko'rsatmalar, koprus vositalarini ishlatish ko'nikmalarini shakllantirish bosqichlarini aniqlash va har bir bosqichda korpus lingvistik ko'nikmalarini oshirishga xizmat qiladi.

6. Korpus lingvistik kompetentligini qo'llash jarayonida talabalarning ingliz tili bo'yicha korpus savodxonligini rivojlantirish uchun ishlab chiqilgan texnologiyalar quyidagilarga asoslanadi:

ingliz tilini o'qitishda korpus lingvistik kompetentligini rivojlantirishda qiyinchiliklar va qulaylik tomonlarini aniqlash;

talabalarga ingliz tilida korpus lingvistik bilimlarni o'rgatish mazmunini oydinlashtirish va loyihalash.

TAVSIYALAR

Tadqiqotlar asosida quyidagi ilmiy-amaliy uslubiy tavsiyalar ishlab chiqildi:

Oliy ta'lim muassasalarida ingliz tilini filologiya yo'nalishi talabalariga korpus lingvistikasi orqali o'qitish jarayonida talabalarning korpus lingvistik kompetentligini shakllantirishga qaratilgan korpusga asoslangan til pedagogikasi ta'lim uchun tanlangan lingvistik materiallar auditoriya darslarida olingan bilimlarni mustahkamlash, yangi bilimlarni o'zlashtirish, ijodiy faolligini oshirish, amaliy ko'nikma va malakalarini shakllantirish, shuningdek, talabalarni faol hayotga tayyorlashga xizmat qiladi.

Ingliz tilini o'qitishda filologiya yo'nalishi talabalarining korpus ligvistik kompetentligini rivojlantirishning uslubiy texnologiyalaridan barcha ta'lim muassasalarida ingliz tilini o'qitish amaliyotida foydalanish mumkin.

Tadqiqot davomida olingan natijalar va o'quv-uslubiy materiallarni oliy ta'lim muassasalarida ingliz tilini o'qitish bo'yicha o'quv dasturlari mazmuniga kiritish tavsiya etiladi.

Ilmiy tadqiqot yutuqlari, jumladan, ingliz tilini o'qitishda filologiya yo'nalishi talablarining korpus lingvistik kompetentligini rivojlantirish bo'yicha tavsiyalar har qanday ta'lim muassasasida chet tilini o'qitishga bepul tatbiq etilishi tarmoq muvaffaqiyatlari garovi bo'lishi mumkin.

**SCIENTIFIC COUNCIL ON THE BASIS
OFSCIENTIFIC COUNCIL PhD.03/27.09.2024.Fil/Ped.05.09
ON AWARDING SCIENTIFIC DEGREES AT**

FERGHANA STATE UNIVERSITY

SULTONOVA MUNOJAT YUNUSOVNA

TECHNOLOGY FOR DEVELOPING CORPUS LINGUISTIC COMPETENCE IN STUDENTS OF PHILOGY IN ENGLISH LANGUAGE TEACHING.

13.00.02 – Theory and methodology of education and upbringing

**DISSERTATION ABSTRACT
FOR THE PHILOSOPHY DEGREE (PhD) ON PEDAGOGICAL SCIENCES**

Fergana – 2025

The topic of the dissertation for the degree of Doctor of Philosophy (PhD) in Pedagogical Sciences is registered with the Higher Attestation Commission of the Republic of Uzbekistan under the number B2023.3.PhD/Ped5144.

The research was carried out at Fergana State University.

The dissertation abstract is posted in three languages (Uzbek, English, Russian (resume)) on the website of Fergana State University (www.fdu.uz) and on the Information and Educational Portal "Ziyonet" (www.ziyonet.uz).

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Leading organization:	**Andijan State Institute of Foreign Languages**

The dissertation defense will be held at the meeting of the Academic Council under the Fergana State University under the number PhD.03/27.09.2024.Fil/Ped.05.09, which grants academic degrees, on « 21 » 08 2025 at 10:00 o'clock (Address: 100151, Fergana city, Murabbilar street, 19. Tel.: (993873) 244-66-02; fax: (99873) 244-44-01; e-mail: info@fdu.uz).

The dissertation can be viewed at the Information Resource Center of Fergana State University (registered under number 55.5. (Address: 100151, Fergana city, Murabbilar street, 19. Tel.: (99873) 244-71-28).

The dissertation abstract was distributed on " 9 " 08 day of 2025 (Register protocol number 4 dated " 9 " 08 , 2025).

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INTRODUCTION (Doctor of philosophy (PhD) dissertation abstract)

The relevance and necessity of the dissertation topic. In the global context, scientific research is being conducted in international educational and research institutions aimed at developing interdisciplinary learners' practical language skills, improving competency-based education, and enhancing corpus linguistic competence for more effective English language learning. Today, English language teaching is one of the most rapidly developing and globally significant fields. Despite this, not only in our country but also worldwide, learning English and using available technologies to make the teaching process more effective remains a crucial issue.

Corpus linguistics plays an important role in identifying the unique features of the language and utilizing them efficiently. As interest and motivation in learning English as a global language continue to grow, issues such as the specific nature of the language, the necessary methodological solutions in the learning process, the lack of a systematic approach to language acquisition, and unresolved challenges in modern English language teaching still persist.

Corpus linguistics — the study of language based on large-scale text data, offers opportunities to organize the language learning process more effectively. This methodology is especially important in developing linguistic and communicative competences among students in philology fields. It indicates existing gaps in educational processes, teaching systems, and methodological aspects, highlighting the necessity of conducting research to enhance the effectiveness of English language instruction.

In higher education institutions around the world, technologies for developing learners' corpus linguistic competence in English language learning environments have been implemented. At the University of Michigan in the USA, corpus linguistics and pragmatics are applied in English language instruction. Major practical projects have been launched at the University of Cambridge, Lancaster, and Reading in the UK; the University of Sydney in Australia; and the University of Hong Kong in China. These initiatives focus on creating dictionaries and lexical databases based on corpora, as well as developing numerous corpus-based teaching programs to increase language learning effectiveness.

In our country as well, various scientific studies are being conducted in the methodology of teaching world languages, focusing on developing educational materials based on learners' information acquisition methods, coordinating and effectively structuring materials used in the language learning and teaching process, and promoting creative thinking. The results of these studies suggest that the development of interactive learning systems using corpus linguistics, and the creation of lesson technologies that take into account the grammatical, lexical, and semantic features of the English language, contribute to the intensification of foreign language education. They also enhance the dynamics of the learning process, as well as learners' motivation and overall effectiveness.

This research contributes, to a certain extent, to fulfilling the tasks outlined in a number of key legal and policy documents aimed at ensuring quality in

education, including: Presidential Decree No. PF-5712 dated April 29, 2019, "On the approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", Presidential Resolution No. PQ-4306 dated May 3, 2019, "On measures to identify talented youth and establish a continuous system for training highly qualified specialists", Presidential Decree No. 6108 dated November 6, 2020, "On measures to develop education and science during the period of development of the Republic of Uzbekistan", Presidential Resolution No. PP-5117 dated May 19, 2021, "On measures to qualitatively elevate the activities of promoting foreign language learning in the Republic", Cabinet of Ministers' Resolution No. 34 dated January 19, 2022, "On additional measures to improve foreign language learning", as well as other regulatory and legal documents relevant to this field.

Alignment of the research with the priority directions of the republic's science and technology development. Compliance of the Research with the Priority Areas of National Science and Technology Development: this research corresponds to the priority direction titled "Forming and implementing a system of innovative ideas for the development of an information-oriented society and a democratic state in the social, legal, economic, cultural, and spiritual-educational spheres" within the national strategy for the development of science and technology in the Republic of Uzbekistan.

Literature review on the topic. In Uzbekistan, a number of scholars have conducted research on corpus-based English language teaching methodologies and the development of language competencies. These include H.Komilov, D.Rasulova, Sh.Shamsuddinova, N.Toshpulatov, and F.Yuldasheva. Research on the development of foundational and professional competencies has been carried out by F.Alimov, Yu.Asadov, M.Vahobov, U.Jumanazarov, K.Riskulova, I.Iminakhunova, G.Obidova, and N.Turdiev.

Issues related to foreign language teaching methodology have been explored by O.Khasanova, Sh.Asqarova, N.Abbasova, N.Merganova, and Kh.Akhmadaliyeva, while methodological aspects have been addressed in the works of J.Jalolov, S.Misirov, R.Tolipova, R.Yuldashev, and K. Qodirova.

In the Commonwealth of Independent States (CIS), theoretical and practical aspects of corpus-based approaches in English language teaching have been investigated in the works of Svetlana L.Sokolova, Irina V.Knyazeva, Tatyana S.Serebryakova, Olga V.Sidorova, Lyudmila A.Golovina, Elena A. Kuznetsova, Nadezhda V.Kravtsova, G.N.Morozova, A.N.Polosin, A.G.Frolov, L.V.Pokushalova, and Ye.V. Fedotkin.

In foreign countries, comprehensive studies in the field of corpus linguistics and its application in English language teaching have been conducted by internationally recognized scholars such as John Sinclair, Geoffrey Leech, Tony McEnery, Douglas Biber, Michael Hoey, Andrew Wilson, Susan Hunston, Peter Collins, and Frederick J. Newmeyer.

However, the modern methodology of teaching English through corpus linguistic technologies, specifically aimed at developing the communicative

competence of students in philological fields, has not been extensively studied monographically. This gap served as the basis for conducting this research.

The relevance of the dissertation research to the research plans of the higher education institution where the dissertation is conducted. The dissertation research was conducted within the framework of Fergana State University's scientific research project "Modern Approaches and Trends in Foreign Language Teaching". The study contributes to the creation of new methodological approaches in the educational process.

The aim of the research. The objective of the research is to explore the effectiveness of a corpus-based linguistic competence development technology in English language teaching and its application to students of philological disciplines.

The objectives of the research are as follow:

to determine the pedagogical potential of developing corpus-based linguistic competence in English language teaching;

to identify the linguistic competencies of philology students and comparatively analyze their development through corpus linguistics;

to design a technology for developing linguistic competence in philology students using corpus linguistics;

to propose practical methods for implementing the pedagogical possibilities of corpus-based linguistic competence development in the education system.

The object of the research is the process of using corpus linguistics technologies in English language teaching and developing relevant competencies. The experimental work was carried out at Fergana State University, Kokand State Pedagogical Institute, and Samarkand State Institute of Foreign Languages, involving a total of 237 respondents.

The subject of the research is the forms, methods, and tools for developing linguistic competence of philology students in higher education institutions through corpus linguistics.

The research methods of research included comparative analysis, surveys, pedagogical observation, interviews, comparison, pedagogical experimentation, and statistical analysis.

Scientific novelty of the research includes the following:

the linguistic and psycholinguistic components of teaching professional communication in English through corpus linguistics have been identified for philology students in higher education institutions;

a functionally integrated approach to teaching professional English communication, considering regional features, has been developed;

a model for analyzing students' language proficiency levels through corpus linguistics and improving their professional competence by integrating modern knowledge and interactive teaching methods across English and professional disciplines has been designed;

practical recommendations and a conceptual framework for improving the methodology of teaching English through corpus linguistics have been developed;

The practical results of the research include the following:

practical recommendations for developing students' professional skills based on corpus analysis of language proficiency levels;

development of integrated and problem-based task systems, pedagogical software tools, and didactic materials aimed at enhancing linguistic competence through corpus linguistics;

creation and implementation of a teaching manual titled Enhancing English Proficiency: A Comprehensive Manual for EFL Learners;

The reliability of the research findings is ensured by the alignment of the theoretical approaches with the obtained results, analysis of international best practices, implementation of methodological tools into practice, creation of a mechanism for improving innovative technologies, and statistical validation of the experimental results. The conclusions and recommendations have been approved by authorized institutions.

Scientific and practical significance of the study lies in the innovative ideas and methods proposed in the dissertation for teaching English through corpus linguistics, forming student-centered, problem-based tasks, and integrating interactive teaching technologies using software tools to develop corpus linguistic skills and professional competence.

The practical significance of the research results is characterized by the effective methods, problem-based exercises, lesson plans, and collections of tasks developed in the dissertation, which have been implemented in practice. The outcomes and recommendations are widely applicable in teacher development courses and the development of modern learning resources for English language teaching in higher education institutions.

The implementation of the research results. The results are being applied in English language teaching processes at higher education institutions. They are incorporated into curricula and methodological manuals as innovations. For instance:

suggestions regarding the integration of linguistic and psycholinguistic components of corpus linguistics in teaching professional English communication have been included in the content of the Manual for EFL Learners (licensed by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, Order No. 537, dated December 22, 2023);

the functional aspects of a regionally integrated approach in teaching professional English through corpus linguistics are reflected in the same manual, thus enhancing the development of linguistic competence among philology students;

the study's findings have been utilized in the preparation of television programs such as Yoshlar Vaqti, Ochiq Muloqot, and Biz Bilgan va Bilmagan Olam (according to Reference No. 44, dated March 4, 2025, from the Fergana Regional Television and Radio Company).

As a result, the opportunities for analyzing linguistic competence and professional capacity through corpus linguistics have been significantly expanded.

Approbation of research results. The results of this research were discussed at 4 international and 2 republican scientific and practical conferences. The results of the research were approved at scientific conferences, conferences and seminars and recommended for application in pedagogical practice.

Publication of research results. 13 scientific works were published on the topic of the dissertation, including 1 textbook, 7 articles in scientific publications recommended for publication of the main scientific results of doctoral dissertations by the Higher Attestation Commission of the Republic of Uzbekistan, including 3 republican and 4 foreign journals.

Structure and volume of the dissertation consists of an introduction, three chapters, a conclusion with recommendations, a list of references, and appendices, totaling 152 pages.

MAIN CONTENT OF THE DISSERTATION

In the **Introduction**, the relevance and necessity of the research topic are justified, the degree to which the issue has been studied is described, and the goals and objectives of the work, as well as the object and subject of the research, are identified. The research methods, scientific novelty, and practical results of the dissertation are presented. The reliability of the obtained results, their scientific and practical significance are substantiated. Information is provided about the implementation of the research results in practice, their publication, and the structure and volume of the dissertation.

In the first chapter of the dissertation, titled "**Technology for Developing Corpus Linguistic Competence in Philology Students in English Language Teaching**", the origin of corpus linguistics and several methods of its classroom application are explored. There are several ways to use corpora in language teaching. For example: Analysis – analyzing the frequency and paradigms of specific words or phrases in a language; Collocation analysis – studying the co-occurrence of words; Genre analysis – examining the language used in academic writing or spoken discourse; Error analysis – identifying learners' mistakes and creating targeted materials to address them.

Corpus linguistics has become an important part of language learning, and studying its effectiveness in developing students' linguistic competence is becoming increasingly significant. In recent years, corpus linguistics has attracted many linguists as a method of language learning. However, there is a lack of comprehensive research on developing corpus linguistic competence, especially in higher education institutions preparing future English language teachers. Therefore, this study focuses on issues related to the development of students' competence in corpus linguistics while learning English.

Corpus-based language pedagogy is understood as a system of language selection. Language learners can develop their communicative skills by learning to use authentic language. Using corpora in teaching not only involves real text collections and software tools but also applies analytical methods in language instruction. Indirect use of corpus tools can significantly influence syllabus design

and the content of learning materials. Utilizing general corpora is an important resource for developing communicative competence, helping students understand real-life language contexts. Such an approach aids learners in understanding the actual use of language and frequently occurring language units. In vocabulary teaching, instead of teaching individual adjectives or nouns, teachers can focus on frequent collocations such as "strong coffee" or "heavy rain." This helps students learn combinations they are more likely to hear or use in everyday life.

The methodological basis for developing corpus linguistic competence for philology students is precisely the fact that the language is studied in a real context, based on a large number of examples and materials. However, many students encounter difficulties in the process of using a corpus. Difficulties in developing corpus linguistic competence include technical and data access issues.

The use of a corpus in language learning helps to develop students' linguistic competence by providing a wide range of real language examples that reflect the natural use of the language. However, several studies have shown that the application of corpus linguistics in language learning situations also faces difficulties. Despite the technical difficulties, complexity of the data and limited impact, integrating corpus into language teaching, applying a corpus-based language learning approach and using collaborative learning can be effective pedagogical approaches to developing corpus linguistic competence in students.

In addition, the proposed corpus linguistic competence technologies for developing effective use of English language corpus applications in the context of corpus-based methodological education in English language teaching indicate the need to re-analyze the future teachers' language skills in terms of developing the language skills of future teachers.
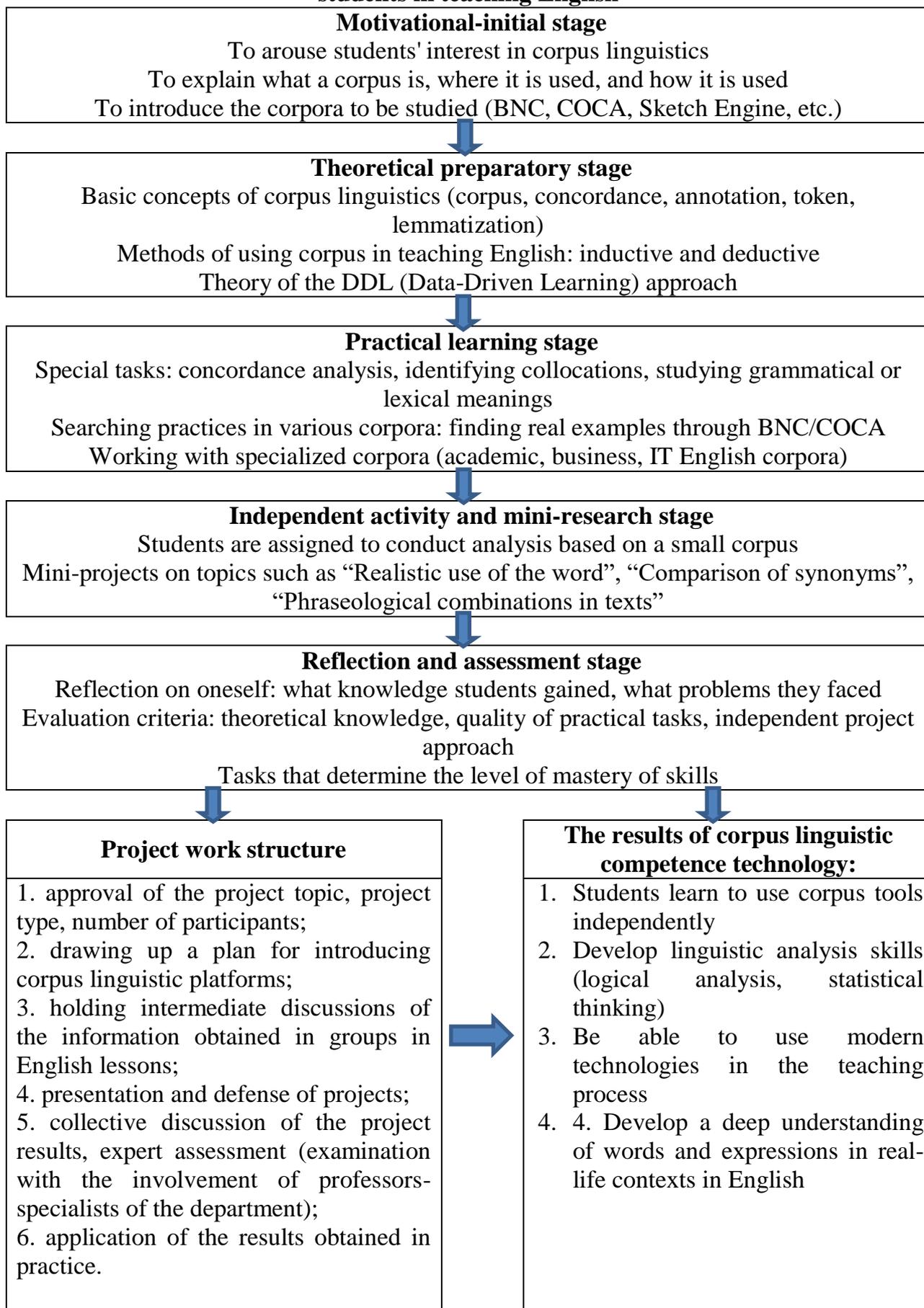
In the second chapter of the dissertation, the main goal of corpus-based education in English language teaching is to create opportunities for students and teachers to learn the language in a real context. Corpus-based Language Pedagogy (CBLP) is a pedagogical skill aimed at developing the process of language teaching and learning in corpus linguistics. The main goal of CBLP is to effectively use the corpus, study its analysis and integrate it into the language learning process. In this process, teachers must first know how the corpus works and how to use the information obtained from the corpus as educational materials. It is important to use the right pedagogical strategies during the lessons, and the teacher will have the skills to evaluate and analyze the learning process. Forms of corpus-based language teaching are implemented through various teaching processes.

In the traditional form of corpus-based teaching, students learn the language using examples from the corpus. The teacher uses real and authentic materials to teach the language, such as texts, conversations, articles and other speech samples. This method allows students to see how the language is used in a simple and real context. The interactive form of corpus-based teaching requires the active participation of students. In this form, students analyze examples from the corpus and express their opinions, which helps them to understand the material studied

more deeply. The teacher uses group work to discuss students' opinions and analyses. By analyzing spoken communication, researchers and teachers can learn how language functions in different communicative contexts, which helps both students and teachers to learn the complexities of spoken English. For example, in academic settings, speakers often use structured and formal language. Phrases such as "In conclusion" or "To summarize" are common markers of academic discourse. In contrast, in everyday conversation, language is more casual, with colloquial complements such as "You know", "like" or "well" often used. The use of spoken corpus competence shows how this variation can be analyzed, and how contextual factors influence language. Using authentic spoken data, it is shown that understanding the formal and informal uses of spoken English is essential for effective communication. In this context, students need to understand how and when to use different forms of spoken English based on the situation and social context. In corpus-based language teaching, language teaching is effective when using a variety of multimodal materials, such as videos, images, infographics, and audio files. These materials allow students to learn the language in a more interesting and interactive way, which increases their language competence.

According to Chapter 2, the most important goal in developing corpus linguistic competence for philology students is to learn how to use the language not only in terms of rules, but also in real and practical situations. In the process of teaching a language, students learn to analyze linguistic materials, how to use them in social communication and in real-life contexts. This approach increases the effectiveness of students' learning of English and is important for students' perfect mastery of the language. There are several methodological foundations for developing corpus linguistic competence for philology student

Figure 1. Technology for developing corpus linguistic competence in philology students in teaching English

Motivational-initial stage
To arouse students' interest in corpus linguistics To explain what a corpus is, where it is used, and how it is used To introduce the corpora to be studied (BNC, COCA, Sketch Engine, etc.)

Theoretical preparatory stage
Basic concepts of corpus linguistics (corpus, concordance, annotation, token, lemmatization) Methods of using corpus in teaching English: inductive and deductive Theory of the DDL (Data-Driven Learning) approach

Practical learning stage
Special tasks: concordance analysis, identifying collocations, studying grammatical or lexical meanings Searching practices in various corpora: finding real examples through BNC/COCA Working with specialized corpora (academic, business, IT English corpora)

Independent activity and mini-research stage
Students are assigned to conduct analysis based on a small corpus Mini-projects on topics such as "Realistic use of the word", "Comparison of synonyms", "Phraseological combinations in texts"

Reflection and assessment stage
Reflection on oneself: what knowledge students gained, what problems they faced Evaluation criteria: theoretical knowledge, quality of practical tasks, independent project approach Tasks that determine the level of mastery of skills

Project work structure	The results of corpus linguistic competence technology:
1. approval of the project topic, project type, number of participants; 2. drawing up a plan for introducing corpus linguistic platforms; 3. holding intermediate discussions of the information obtained in groups in English lessons; 4. presentation and defense of projects; 5. collective discussion of the project results, expert assessment (examination with the involvement of professors-specialists of the department); 6. application of the results obtained in practice.	1. Students learn to use corpus tools independently 2. Develop linguistic analysis skills (logical analysis, statistical thinking) 3. Be able to use modern technologies in the teaching process 4. 4. Develop a deep understanding of words and expressions in real-life contexts in English

The contextual approach has a special place in the methodology of corpus linguistics. It is necessary to take into account the context in language learning, since the meaning and structure of language often depend on specific situations, audiences, and circumstances in society. Students of the philology department should be taught to analyze language based on various situations, conversations, texts, and environments. This approach helps to fully understand the real use of language and makes the language acquisition process more effective for students. The third chapter of the dissertation, entitled "Experimental work on technologies for developing corpus linguistic competence in philological students in teaching English," describes the content and effectiveness of the experimental work conducted on the formation of corpus linguistic competence of higher education students. The experimental work was conducted at Fergana State University, Kokand State Pedagogical Institute, and Samarkand State Institute of Foreign Languages, and 237 respondents were involved. In accordance with the subject and object of the research work, students studying in the English language department of philology and studying English within the subject "Mainly Studied Foreign Language" were identified as respondents.

At the exploratory stage, the current situation was studied by observing classes and conducting questionnaires. In order to determine the extent to which corpus linguistic competence needs to be improved, test control was conducted and the following results were obtained:

In the final part of the experiment, in addition to the previously established criteria, the results of tests and questionnaires aimed at determining the level of teaching effectiveness of the technology for developing corpus linguistic competence in philology students in teaching English were taken into account. At the pilot stage of the research on the technology for developing corpus linguistic competence in philology students in teaching English, a comparative analysis was carried out of the results by groups at the beginning and end of the program.

We present a general table of pre-experimental (P.E.) and post-experimental (P.S.) data on the technology of developing corpus linguistic competence in philology students in English language teaching (Table 1).

General results of the pre-experimental (P.E.) and post-experimental (P.S.) experimental work on the technology of developing corpus linguistic competence in philology students in teaching English.

№	Criteria	Experimental group (117 respondents)						Control group (120 respondents)					
		high		medium		low		high		medium		low	
		T.a	T.s.	T.a	T.s.	T.a	T.s.	T.a	T.s.	T.a	T.s.	T.a	T.s.
1	Determining the meaning of words	26	54	46	48	45	15	28	35	47	45	45	40
2	Identifying synonyms	27	57	42	47	48	13	24	33	43	43	53	44
3	Identifying idioms and phraseological units in the corpus	26	54	43	44	48	19	25	36	44	46	51	38
4	Identifying Lexical Collocations	29	55	45	45	43	17	27	32	46	42	47	46
	Overall average	**27**	**55**	**44**	**46**	**46**	**16**	**26**	**34**	**45**	**44**	**49**	**42**

Note: T.a. – before the experiment, T.s. – after the experiment

According to the analysis of the experimental results, it was found that the knowledge, skills and qualifications of the students in the experimental group involved in the research process were more effective than those in the control group. To objectively assess this situation, a statistical analysis is carried out, the conclusion confirmed that the experimental work was carried out scientifically, pedagogically, technologically and methodologically correctly and effectively.

As a result of the experimental work, a general table of data (by courses) before and after the experiment on the technology of developing corpus linguistic competence in students of the philology direction in teaching the English language is presented (Table 2).

Table 3

General table of pre- and post-experimental data (by course) on the technology of developing corpus linguistic competence in philology students in teaching English

№	Research objects	Respondents	Experiment groups						Respondents	Control groups					
			high		medium		low			high		medium		low	
			T.a	T.s.	T.a	T.s.	T.a	T.s.		T.a	T.s.	T.a	T.s.	T.a	T.s.
1	3rd year	57	12	26	21	22	24	9	57	12	15	21	22	24	20
2	4th year	60	15	29	23	24	22	7	63	14	19	24	22	25	22
	Total	**117**	**27**	**55**	**44**	**46**	**46**	**16**	**120**	**26**	**34**	**45**	**44**	**49**	**42**

As can be seen from the table, the indicators of the experimental group were higher than the indicators of the control group.

We present a general table of data before the experiment (T.a.) and after the experiment (T.s.) on the technology of developing corpus linguistic competence in philology students in teaching English by HEIs (Table 4).

Table 4

General table of pre- and post-experimental data (by HEIs) on the technology of developing corpus linguistic competence in philology students in teaching English

Objects of the Experiment	Respondents	Experimental Group						Respondents	Control Group					
		high		medium		low			high		medium		low	
		T.a	T.s.	T.a	T.s.	T.a	T.s.		T.a	T.s	T.a	T.s.	T.a	T.s.
SamSIFL	**39**	11	20	15	15	13	4	**40**	10	13	14	14	16	13
KSPI	**39**	8	18	13	16	18	5	**40**	9	11	16	15	15	14
FSU	**39**	8	17	16	15	15	7	**40**	7	10	15	15	18	15
Total	**117**	27	55	44	46	46	16	**120**	26	34	45	44	49	42

The results in the table were analyzed and the pre-experimental statistical indicators of the experimental and control groups were compared (see Table 5).

Table 5

Comparative table of pre-experimental data on the technology of developing corpus linguistic competence in philology students in teaching the English language

	Objects of the Experiment	high	medium	low	Total
Experimental group	SamSIFL	11	15	13	**39**
	KSPI	8	13	18	**39**
	FSU	8	16	15	**39**
	Total	**27**	**44**	**46**	**117**
	Objects of the Experiment	High	Medium	Low	Total
Control group	SamSIFL	10	14	16	**40**
	KSPI	9	16	15	**40**
	FSU	7	15	18	**40**
	Total	**26**	**45**	**49**	**120**

Based on the above tables, according to the results of the pre-test, it was found that there were no significant differences in the knowledge, skills and qualifications of the students in the experimental group involved in the research process compared to the students in the control group. An analysis of the results of the 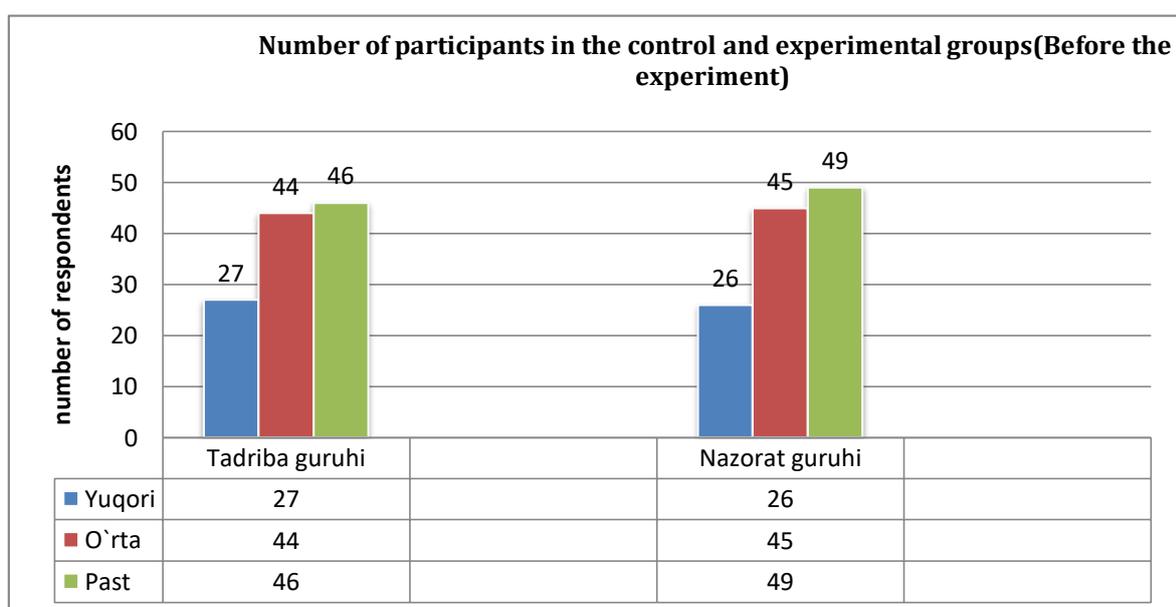pre-test on the technology for developing corpus linguistic competence in philology students in teaching English was presented (see Table 6).

Table 6

Analysis of the results of the pilot study on the technology of developing corpus linguistic competence in students of the philology department in teaching English (in numbers and percentages)

Groups	Number of students	Acquisition results (in %)		
		high	**medium**	**low**
Experimental group	117	27 ⟋ 23	44 ⟋ 38	46 ⟋ 39
Control group	120	26 ⟋ 22	45 ⟋ 37	49 ⟋ 41

According to the results of the pre-test, it was found that there were no significant differences in the knowledge, skills, and competencies of the students in the experimental group involved in the research process compared to the students in the control group. This is shown in the diagram below.

Figure 1. Diagram of results before the pilot test

As can be seen from the diagram, the high and medium indicators in the experimental group do not differ significantly from the indicators in the control group. This indicates that the levels of knowledge in the groups at the initial stage are insufficient.

Based on statistical studies, the results in Table 4 were analyzed and statistical indicators were compared on the technology of developing corpus linguistic competence in philology students in teaching English after the pilot test work in universities (see Table 7):

Table 7
**Comparative table of statistical data after the experiment on the
technology of developing corpus linguistic competence in philology students in
English language teaching (by HEIs)**

	Objects of the Experiment	high	medium	low	total
Experimental group	SamSIFL	20	15	4	**39**
	FSU	18	16	5	**39**
	KSPI	17	15	7	**39**
Total		**55**	**46**	**16**	**117**
Control group	Objects of the Experiment	high	medium	low	total
	SamSIFL	13	14	13	**40**
	FSU	11	15	14	**40**
	KSPI	10	15	15	**40**
Total		**34**	**44**	**42**	**120**

According to the analysis of the experimental results, it was found that the knowledge, skills and competencies of the students in the experimental group involved in the research process were more effective than those of the control group. To objectively assess this situation, a statistical analysis is carried out in a generalized form, the conclusion confirmed that the experimental work was carried out correctly and effectively in scientific, pedagogical, technological and methodological terms (Table 8).

Table 8

Analysis of the results after the experimental work (in numbers and percentages)

Groups	Number of students	Acquisition results (in %)		
		high	medium	low
Experimental group	117	55 / 47	46 / 39	16 / 14
Control Group	120	34 / 28	44 / 37	42 / 35

According to the analysis of the experimental results, it was found that the knowledge, skills, and competencies of the students in the experimental group involved in the research process were more effective than those of the students in the control group.
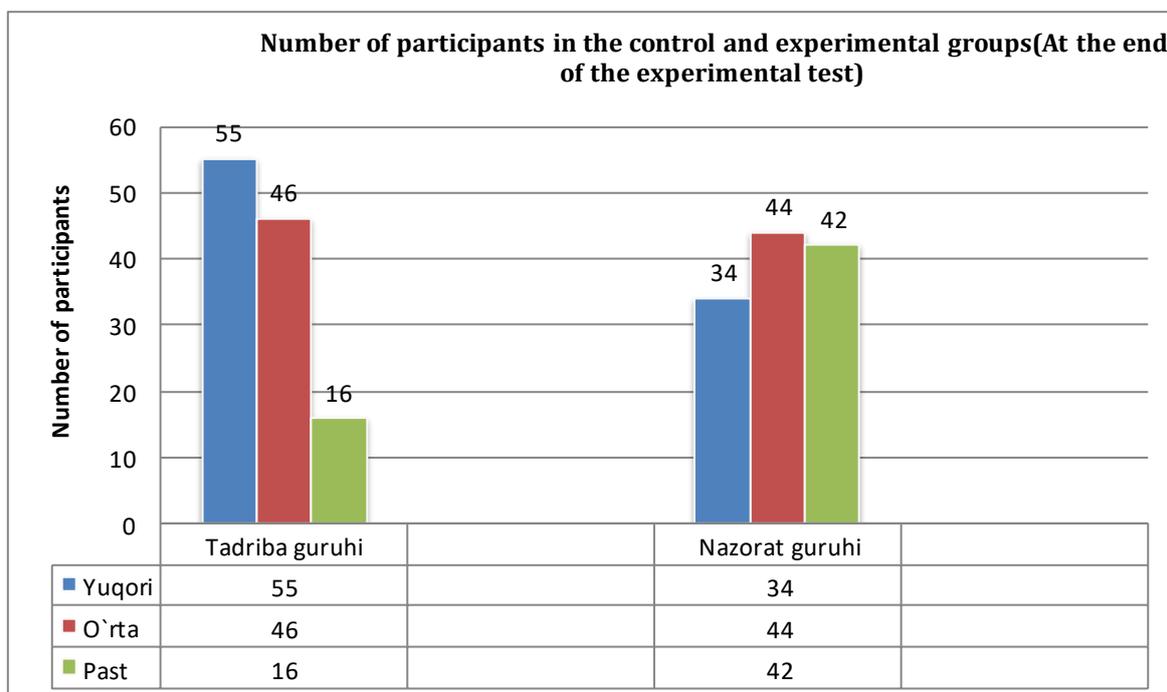
Figure 3.2.2. Diagram of the results after the experiment

As can be seen from the diagram, the indicators of the experimental group were higher than those of the control group. Based on the above results, a mathematical statistical analysis was performed, and the mean value, sample variance, variation indicators, Student's selection criterion, degrees of freedom based on the Student's criterion, Pearson's correlation coefficient and reliable deviations were found for the state at the end of the experiment (Table 9).

Table 9

Statistical indicators of the results of the pilot test on the technology of developing corpus linguistic competence in philology students in teaching English

$\overline{X}$	$\overline{Y}$	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	$X_{n,m}^2$	Δ_x	Δ_y
2,33	1,93	0,5011	0,6252	2,81	3,73	4,44	235	16,62	0,13	0,14

Based on the above results, we calculate the quality indicators of experimental work.

We know that =2.33; =1.93; is equal to.

From this, the quality indicators:

The indicator of teaching effectiveness is determined as follows:

$$K_{yc6} = \frac{(\overline{X} - \Delta_x)}{(\overline{Y} + \Delta_y)} = \frac{2,33 - 0,13}{1,93 + 0,14} = \frac{2,20}{2,07} \approx 1,06 > 1;$$

The level of knowledge indicator is determined as follows:

$$K_{6\partial6} = (\overline{X} - \Delta_x) - (\overline{Y} - \Delta_y) = (2,33 - 0,13) - (1,93 - 0,14) = 2,20 - 1,79 = 0,41 > 0;$$

From the results obtained, it can be seen that the criterion for assessing the effectiveness of teaching is equal to one, and the criterion for assessing the level of knowledge is equal to zero. From the above statistical analysis, it became clear that

the mastery of the corpus linguistic competence development technology in the experimental groups of students of the philological direction in teaching English is higher than the mastery of the control groups (by 13.3%).

Thus, the experimental work confirmed the increase in the effectiveness of teaching the corpus linguistic competence development technology in the philological direction in teaching English.

CONCLUSION

The results obtained in all chapters of the dissertation show that corpus-based language pedagogy is an effective and innovative approach to developing students' language competence in teaching English. This methodology creates an opportunity to strengthen students' language learning skills, as well as to make the teaching process more effective for teachers. The application of corpus technologies to the teaching process will serve as an important basis for the introduction of new pedagogical methods and technologies in teaching English in the future.

The results of our research on the technology of developing corpus linguistic competence in English language learning of philology students of higher educational institutions have led to the following conclusions:

1. The difficulties in applying the technology of developing corpus linguistic competence of English language students of philology in the educational process, the methodological and scientific-theoretical foundations of the qualification requirements for the professional competence of future English language teachers, comparative analysis, application of the theoretical ideas put forward on the basis of conclusions and recommendations, and as a result, the preparation of independent, modern, intellectual, competitive, communicatively competent English language teachers.

2. The study of technologies aimed at developing corpus linguistic competence based on the goals, content and methods of English language teaching is described as a social order in the system of foreign language education of higher educational institutions as one of the effective methods of teaching a foreign language.

3. The content of the State Standard for Teaching Foreign Languages in Higher Educational Institutions, based on the qualification requirements for the professional training of an English teacher, indicates the need to systematically improve the content of standard curricula, working curricula, textbooks and teaching aids of specialized subjects with corpus linguistic materials based on international requirements. The forms, methods and means of language organization aimed at developing corpus linguistic competence of students in English were improved (task-based language teaching, project-based language teaching, team-based language teaching, case study);

4. In the process of teaching English, in collaboration with the teacher and student, great opportunities were identified and improved based on recommendations for the development of students' corpus linguistic competence in

the educational process, using the corpus extensively in the classroom and outside the classroom.

5. The development of corpus linguistic competence serves to provide clear instructions for the active development of students' corpus linguistic competence in English, taking into account the interests, abilities, capabilities and psychological characteristics of students in the process of teaching English, to determine the stages of forming skills in using corpus tools, and to improve corpus linguistic skills at each stage.

6. The technologies developed for the development of students' corpus literacy in English in the process of using corpus linguistic competence are based on the following:

Identification of difficulties and advantages in developing corpus linguistic competence in teaching English;

Clarification and design of the content of teaching students corpus linguistic knowledge in English;

RECOMMENDATIONS

Based on the research, the following scientific and practical methodological recommendations were developed:

1. In the process of teaching English to students of the philological direction in higher educational institutions through corpus linguistics, the linguistic materials selected for the corpus-based language pedagogy education aimed at forming students' corpus linguistic competence serve to consolidate the knowledge gained in classroom lessons, master new knowledge, increase creative activity, form practical skills and qualifications, and also prepare students for an active life.

2. Methodological technologies for developing corpus linguistic competence of students of the philological direction in teaching English can be used in the practice of teaching English in all educational institutions.

3. It is recommended to include the results obtained during the research and educational and methodological materials in the content of curricula for teaching English in higher educational institutions.

4. The free application of scientific research achievements, including recommendations for developing corpus linguistic competence in the teaching of English as a philological discipline, to foreign language teaching in any educational institution can be a guarantee of the success of the industry.

СУЛТОНОВА МУНОЖАТ ЮНУСОВНА

ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ КОРПУСНОЙ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ-ФИЛОГОВ ПРИ ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА.

13.00.02 – Теория и методика обучения и воспитания

АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по ПЕДАГОГИЧЕСКИМ наукам

Фергана – 2025

Тема диссертации на соискание ученой степени доктора философии (PhD) по педагогическим наукам зарегистрирована в Высшей аттестационной комиссии Республики Узбекистан под номером B2023.3.PhD/Ped5144.

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ВВЕДЕНИЕ (аннотация докторской диссертации)

Цель исследования: изучить эффективность технологии развития корпусной языковой компетенции при обучении английскому языку и применить ее к студентам-филологам.

Задачи исследования:

выяснение педагогических возможностей развития корпусной лингвистической компетенции при преподавании английского языка;

сравнительный анализ процессов выявления языковой компетенции студентов-филологов и ее развития с использованием корпусной лингвистики, выяснение ее динамики;

разработка технологии выявления языковой компетенции студентов-филологов и ее развития с использованием корпусной лингвистики;

разработать практические методы реализации педагогических возможностей развития корпусной языковой компетенции при преподавании английского языка в системе образования.

Научная новизна исследования заключается в следующем:

уточнены компоненты лингводидактических и психолингвистических возможностей содержания обучения профессиональному общению на английском языке посредством корпусной лингвистики языковых компетенций студентов-филологов высших учебных заведений;

корпусная лингвистика базируется на функциональных аспектах организации обучения профессиональному общению на английском языке на основе системного комплексного подхода с учетом региональных особенностей для развития языковых компетенций студентов-филологов высших учебных заведений;

факторный анализ уровней владения языком и профессиональных компетенций, а также уточнение практических профессиональных знаний средствами корпусной лингвистики усовершенствованы за счет учета интенсивности современных знаний, объединения и обогащения интерактивных методов обучения специальными и англоязычными дисциплинами;

разработаны практические предложения и рекомендации на основе концепции использования установленных показателей для совершенствования методического обеспечения разработки интегрированных процессов обучения английскому языку на основе факторного анализа уровней сформированности языковых компетенций студентов-филологов средствами корпусной лингвистики.

Внедрение результатов исследований. Результаты исследования будут внедрены в практику преподавания английского языка в высших учебных заведениях. Новшествами в учебных программах и методических пособиях считаются:

Предложения по компонентам лингводидактических и психолингвистических возможностей обучения профессиональному общению на английском языке посредством корпусной лингвистики

языковых компетенций студентов-филологов высших учебных заведений включены в содержание учебника «Учебное пособие для изучающих английский язык как иностранный» (разрешение на издание № 429 Министерства высшего и среднего специального образования Республики Узбекистан от 30 декабря 2022 года). В результате, за счет развития корпусной лингвистической компетенции студентов-филологов при изучении английского языка, еще больше возросла возможность формирования важных языковых навыков на английском языке, включая «говорение», «письмо» и правильное использование слов в контексте;

Предложения по разработке функциональных аспектов организации обучения профессиональному общению на английском языке на основе системного комплексного подхода к корпусной лингвистике с учетом региональных особенностей, а также развития языковых компетенций студентов-филологов высших учебных заведений включены в содержание учебника «Учебное пособие для изучающих английский язык как иностранный» (разрешение на издание № 429 Министерства высшего и среднего специального образования Республики Узбекистан от 30 декабря 2022 года). В результате расширились возможности студентов-филологов по освоению корпусной лингвистики в процессе изучения английского языка.

Факторный анализ языковых компетенций студентов-филологов посредством корпусной лингвистики, уточнение профессиональной квалификации, практических профессиональных знаний с учетом интенсивности современных знаний, объединение и обогащение интерактивных методов обучения с предметами по специальности и английскому языку, предложения по технологиям были использованы при подготовке программ «Время молодости», «Открытый диалог», «Мир, который мы знаем и не знаем» (Справочник Ферганской областной телерадиокомпании Национальной телерадиокомпании Республики Узбекистан, №44, 4 марта 2025 г.).

В результате расширились возможности студентов-филологов по проведению факторного анализа своих языковых компетенций средствами корпусной лингвистики.

Апробация результатов исследования. Результаты данного исследования обсуждались на 4 международных и 2 всероссийских научно-практических конференциях. Результаты исследований апробированы на научных совещаниях, конференциях, семинарах и рекомендованы к внедрению в педагогическую практику.

Публикация результатов исследования. По теме диссертации опубликовано 13 научных работ, в том числе 1 учебное пособие, 7 статей в научных изданиях, рекомендованных к публикации Высшей аттестационной комиссией при Кабинете Министров Республики Узбекистан по основным научным результатам докторских диссертаций, в том числе 4 в отечественных и 3 в зарубежных журналах.

Объем и структура диссертации. Диссертация состоит из введения, трех глав, заключения и рекомендаций, списка литературы и приложений и имеет объем 152 страницы.

E'LON QILINGAN ISHLAR RO'YXATI
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