"TOSHKENT IRRIGATSIYA VA QISHLOQ XO'JALIGINI MEXANIZATSIYALASH MUHANDISLARI INSTITUTI" MILLIY TADQIQOT UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI PhD.03/30.05.2024.Ped.10.07 RAQAMLI ILMIY KENGASH

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BARNOYEVA NILUFAR YOQUBOVNA

AKT YO'NALISHI TALABALARIGA INGLIZ TILIDA KOLLOKATSIYALARNI TIL KORPUSI ASOSIDA O'RGATISH METODIKASI

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

pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi AVTOREFERATI

Toshkent – 2025

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Falsafa doktori (PhD) dissertatsiyasi avtoreferati mundarijasi

Contents of dissertation abstract of the doctor of philosophy (PhD)

Оглавление автореферата диссертации доктора философии (PhD)

"TOSHKENT IRRIGATSIYA VA QISHLOQ XO'JALIGINI MEXANIZATSIYALASH MUHANDISLARI INSTITUTI" MILLIY TADQIQOT UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI PhD.03/30.05.2024.Ped.10.07 RAQAMLI ILMIY KENGASH

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Falsafa doktori (PhD) dissertasiyasi mavzusi O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasida B2024.2.PhD/Ped7421 raqam bilan ro'yxatga olingan.

Dissertatsiya "Toshkent irrigatsiya va qishloq xo'jaligini mexanizatsiyalash muhandislari instituti" milliy tadqiqot universitetida bajarilgan.

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Dissertatsiyasi bilan "Toshkent irrigatsiya va qishloq xo'jaligini mexanizatsiyalash muhandislari instituti" Milliy tadqiqot universitetining Axborot-resurs markazida tanishish mumkin. (____ raqami bilan ro'yxatga olingan). (Manzil: 100000, Toshkent shahar, Mirzo Ulug'bek tumani, Qori Niyoziy ko'chasi, 39-uy. Tel.: (99871) 237-46-68, faks: (99871) 237-19-36).

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Ilmiy darajalar beruvchi ilmiy kengash raisi o'rinbosari, fil.f.f.d., dotsent

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda globallashuv axborot-kommunikatsiya texnologiyalari jadallashib borayorgan hozirgi kunda xorijiy tillarni va AKTni puxta egallagan yosh mutaxassislarga bo'lgan ehtiyoj kuchaymoqda. Bunday salohiyatli kadrlarni tayyorlashda oliy ta'lim muassasalari muhim rol o'ynaydi. AQSH (Stanford Universiteti, Kaliforniya Universiteti, Berkli Universiteti), Buyuk Britaniya (Birmingham Universiteti, Kembrij Universiteti), Fransiya (Parij Diderot Universiteti, Lorreyn Universiteti), Rossiya (Moskva davlat universiteti, Sankt-Peterburg davlat universiteti) va boshqa mamlakatlarda chet tillarni o'qitish amaliyotiga axborot-kommunikatsiya texnologiyalarini joriy etish muhim ahamiyat kasb etishi e'tirof etilgan. Ma'lumki, bugungi raqamli dunyoda tilni bilishning o'zi yetarli emas, talabalar axborot-kommunikatsiya texnologiyalari bilan samarali shug'ullanish uchun zarur bo'lgan axborot texnologiyalari sohasidagi bilimlarga ham ega bo'lishlari kerak. Xorijiy tillarni o'qitish jarayonida talabalarning til o'rganish va axborot texnologiya savodxonligi zamonaviy metodlardan foydalanish orqali rivojlanmoqda.

Jahonda, xususan Yevropa davlatlarida til korpusining jadal rivojlanishi natijasida tilshunoslik sohasida, shuningdek, chet tillarni o'qitish jarayonida ham ko'plab tadqiqotlar amalga oshirilmoqda. Tadqiqotlardan ma'lumki, til korpusi deganda ma'lum tamoyillarga muvofiq to'plangan, ma'lum bir mezon bo'yicha belgilangan va maxsus qidiruv tizimida ishlaydigan matnlar to'plami tushuniladi[1]. Hozirgi kunda til korpusining keng imkoniyatlari tufayli tilshunoslikka doir ma'lumotlarni qayta ishlash samaradorligi va tezligi oshib bormoqda va ularning ishonchliligi ta'minlanmoqda.

Respublikamizda so'nggi yillarda xorijiy tillarni o'qitish tizimida tub islohotlar amalga oshirilmoqda. Bu borada "Ta'limning uzluksizlik tamoyili asosida ta'limning har bir bosqichi uchun xorijiy tillarni o'qitish metodikalari va tavsiyalarini ishlab chiqishni muvofiqlashtirish; xorijiy tillarni puxta o'zlashtirish va asosiy til ko'nikmalarini shakllantirish uchun video, o'yin, taqdimot, kino va boshqa o'quv materiallarini yaratish" kabi ustuvor vazifalar belgilangan[2]. Ushbu vazifalarni amalga oshirish chet tillarni o'qitishning yangi usul, metod, texnologiya va vositalarini ishlab chiqishni taqozo etadi.

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[1] Birmingham University. Integrating digital skills in language learning: Initiatives at the University of Birmingham. – 2022. URL: https://www.birmingham.ac.uk; Cambridge University Language Centre. Language learning in the digital age: The University of Cambridge approach. – 2021. URL: https://www.langcen.cam.ac.uk; Lorraine University. ICT integration in higher education: Enhancing language teaching through technology. – University of Lorraine Press, 2023; Московский государственный университет. Роль информационных технологий в языковом образовании: Примеры из МГУ. – МГУ, 2020; Paris Diderot University (Université Paris Cité). Advancements in ICT for foreign language instruction: Experiences from Paris Diderot University. – 2021. URL: https://u-paris.fr; Stanford University. ICT in language education: Exploring digital competencies at Stanford. Stanford Digital Learning Initiative, – 2023; University of California, Berkeley. Foreign language acquisition and technology: Berkeley's innovative methods. – 2022. URL: https://www.berkeley.edu; Санкт-Петербургский государственный университет. Цифровая трансформация в преподавании языков в Санкт-Петербургском государственном университете. – 2021. URL: https://english.spbu.ru

[2] Постановление Президента Республики Узбекистан № ПП-5117 «О мерах по поднятию на качественно новый уровень деятельности по популяризации изучения иностранных языков в Республике Узбекистан» от 19 мая 2021 г.

O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-son "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida", O'zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi VMQ-124-son "Uzluksiz ta'lim tizimining xorijiy tillar bo'yicha davlat ta'lim standartlarini tasdiqlash to'g'risida", O'zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi PQ-1875-son "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida", O'zbekiston Respublikasi Prezidentining 2012-yil 21-martdagi PQ-1730-son "Zamonaviy axborot-kommunikatsiya texnologiyalarini yanada joriy etish va rivojlantirish chora-tadbirlari to'g'risida", 2017-yil 11-avgustdagi VMQ-610-son "Ta'lim muassasalarida chet tillarni o'qitish sifatini yanada takomillashtirish chora-tadbirlari to'g'risida"; 2017-yil 14-avgustdagi VMQ-625-son "Butunjahon internet tarmog'ida milliy kontentni yanada rivojlantirish chora-tadbirlari to'g'risida"gi qarorlari; O'zbekiston Respublikasining 2020-yil 23-sentyabrdagi O'RQ-637-son "Ta'lim to'g'risida"gi qonuni; O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktyabrdagi PF-5847-son "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF-60-son "2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi farmonlari hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Tadqiqot respublika fan va texnologiyalar rivojlanishining I."Demokratik va huquqiy jamiyatni ma'naviy-ma'rifiy va madaniy rivojlantirish, mamlakatda innovatsion iqtisodiyotni shakllantirish" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. Resbuplikamizda ingliz tilini chet tili sifatida o'qitish J.J. Jalolov, G.T. Maxkamova, T.K. Sattorov, G.S. Sabirova, I.M. Tuxtasinov, K.Sh. Muradkasimova, N.K. Kushieva, H.X. Mamatkulov, D.M. Isroilova va F.R. Musayevalar, xorijda esa E.N. Solovova, A.V. Papov, E.I. Passov, Gavin Dudeney, Nicky Hockly va boshqalarning tadqiqotlarida o'rganilgan[3].

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[3] Сабирова Г.С. Методика обучения местоимениям английского языка учащихся общеобразовательных школ на основе информационных технологий: Автореф. дисс... д. пед. наук. – Ташкент, 2017. – 140 с.; Jalolov J.J., Mahkamova G.T., Sh.S.Ashurov. English Language Teaching methodology. – Tashkent: Fan va texnologiya, 2015. – 336 p.; Махкамова Г.Т. Идея прогрессивизма в обучении языку специальности // Бўлажак чет тил ўқитувчисини йўналтириш технологияси: илмий-амал. конф. материал – Т., 2009. – С. 45-150; Сатторов Т.Қ. Бўлажак чет тили ўқитувчисининг услубий омилкорлигини шакллантириш технологияси. – Т.: ТДЮИ, 2003. – 192 б.; Маматкулов Х.А. Педагогларда хорижий тиллар бўйича касбий компетентликни ривожлантиришнинг ахборот-методик таъминотини такомиллаштириш: Дисс. …автореф. пед.фан. бўйича фалсафа док. – Т., 2017.– 46 б.; Соловова Е.Н. Методика обучения иностранным языкам: базовый курс лекций. Пособие для студентов пед. вузов и учителей/ Соловова Е.Н. – изд. 4-е. – М.: Просвещение, 2006. – 239 с.; Пассов Е.И. Коммуникативный метод обучения иноязычному говорению. – 2-е изд. – М.: Просвещение, 1991. – 223 с. Попова А.В. Методика обучения технике чтения студентов на основе языковых мультимедийных программ: Дис. … канд. пед. наук. – Тамбов, 2015. – 168 с.; Gavin Dudeney & Nicky Hockly. How to teach English with technology. – England: Pearson Education Limited, 2007. – 194 p.

Ingliz tili so'z birikmalarini o'qitishning metodik asoslari E.G. Borisova, N.N. Nuriddinov, M.K. Sharipov, L.Michael , J.Bahns, Ahmed Saeed Mater Salem ilmiy izlanishlarida tahlil etilgan[4].

Ingliz tilini til korpusi asosida o'qitish metodikasi bir guruh olimlarning ya'ni G.S. Sabirova, O.G. Gorina, P.V. Sisoyev, V.P. Zaxarov, S.Y. Bogdanova, M.S. Kogan, Y.V. Kulikova, G.R. Bennett, L. Flowerdew, T. Jons ishlarida tadqiq etilgan[5].

Ingliz tili kollokatsiyalarini til korpusi asosida o'rgatish masalalari J. Sinkler, Stefan Evert, K.A. Nikolaos, R.S. George, Dana Gablasova, Vaclav Brezina, T. McEnery va S. Pawel kabi olimlarning tadqiqot ishlarida o'z aksini topgan [6].

Yuqorida qayd etilgan adabiyotlar tahlili shuni ko'rsatadiki, xorijiy mamlakatlar mutaxassislari tomonidan AKT yo'nalishi talabalariga ingliz tili kollokatsiyalarini til korpusi asosida o'qitish yuzasidan ko'plab tadqiqotlar olib borilgan, biroq O'zbekistonda axborot-kommunikatsiya texnologiyalari yo'nalishi talabalariga ingliz tili kollokatsiyalarini til korpusi asosida o'rgatish metodikasi keng tadqiq etilmagan.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim yoki ilmiy-tadqiqot muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya tadqiqoti "Toshkent irrigatsiya va qishloq xo'jaligini mexanizatsiyalash muhandislari instituti" Milliy tadqiqot universiteti EnSPIRE-U-"English for Specific Purposes Integrated Reforms in Uzbekistan" (2020-2024) ilmiy-tadqiqot ishlari doirasida bajarilgan.

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[4] Борисова Е.Г. Что такое коллокации и как их изучать // Московский университет. — Москва, 1995. — С. 75.; Nuriddinov.N.N. Fors tilida qo'shma so'z va so'z birikmalarining distinktiv belgilari:Fil.fan.nom.(PhD) ilmiy darajasini olish uchun yozilgan dissertatsiya. —T., 2020, 50-b.; Sharipov M.K. Hozirgi o'zbek tilida so'z birikmalari sintaksisi masalasi // Toshkent. — 1978. — 150 p.; Lewis M. Teaching Collocation: Further Developments in the Lexical Approach // Language Teaching Publications. — Hove, 2000. — 190 p.; Bahns J. Lexical collocations: a contrastive view // ELT Journal. — 1993. — Vol. 47, No. 1. — P. 56–63.; Ahmed Saeed Mater Salem. The Impact of Teaching Collocations on the Students' Abilities in Translation: Thesis. — Cairo, 2020. — 120 p.

[5] Сабирова Г.С. Методика обучения местоимениям английского языка учащихся общеобразовательных школ на основе информационных технологий: Автореф. дисс... д. пед. наук. – Ташкент, 2017. – 140 с.; Горина О.Г. Использование технологий корпусной лингвистики для развития лексических навыков студентов-регионоедов в профессионально-ориентированном общении на английском языке // Вестник Санкт-Петербургского университета. Серия 9. Филология. Востоковедение. Журналистика. — Санкт-Петербург: Санкт-Петербургский государственный университет, 2014. — 29 с.; Sisoev P.V. Linguistic Corpus in Teaching Foreign Languages. — Moscow: Publishing House, 2024. — 100 p.; Захаров В.П., Богданова С.Ю. Корпусная лингвистика: учебник для студентов направления «Лингвистика». — 2-е изд., испр. и доп. — СПб: СПбГУ, РИО филологического факультета, 2013. — 148 с.; Bennett G.R. Using Corpora in Language Learning Classroom//Corpus Linguistics for teachers//Michigan ELT , — 2010. — B.12-14. Kogan M.S., Kulikova E.V. Corpus as a resource for studying lexical and grammatical aspects of the English language for special purposes // IX International Scientific and Practical Conference "Translation. Language. Culture." (editor-in-chief L.V. Kotsyubinskaya) May 25, 2018 SPb.: Leningrad State University im. A.S. Pushkin, — 2018. — P. 97; Flowerdew L. Applying corpus linguistics to pedagogy: A critical evaluation // International Journal of Corpus Linguistics. — 2009. — Vol. 14. — P. 393–417.; Johns T. Chapter 2: Should you be persuaded: Two examples of data-driven learning // Classroom Concordancing. — Birmingham: ELR, 1991. — P. 1–13.

[6] Sinclair J. Corpus, Concordance, Collocation. — Oxford: Oxford University Press, 1991. — 200 p., Evert, S. Corpora and collocations // Institute of Cognitive Science. — Osnabrück: University of Osnabrück, 2007. — P. 1–35.; Nikolaos K.A., George R.S. From corpus-based collocation frequencies to readability measure. — 26 May 2014. — P. 1–20.; Gablasova D., Brezina V., McEnery T. Collocations in corpus-based language learning research: Identifying, comparing, and interpreting the evidence // The Journal of Language Learning. — 2017. — Vol. 67, No. S1. — P. 123–151.; Pawel S. Collocations, Corpora and Language Learning // Cambridge University Press. — Published online: 23 June 2023. — P. 1–18.

Tadqiqotning maqsadi axborot-kommunikatsiya texnologiyalari yo'nalishi talabalariga ingliz tilida axborot-kommunikatsiya texnologiyalari sohasiga oid kollokatsiyalarni til korpusi asosida o'rgatish metodikasini takomillashtirishdan iborat.

Tadqiqotning vazifalari:

til korpusini tadbiq etish orqali AKT yo'nalishi talabalarining kollokatsiyalarga doir bilimlarini aniqlash;

ingliz tilida AKT sohasiga oid kollokatsiyalarini o'zlashtirishiga salbiy ta'sir ko'rsatadigan holatlarini (interferensiya) o'zbek tili so'z birikmalari bilan qiyoslash orqali aniqlash;

talabalarda sohaga oid kollokatsiyalar tushunchasini rivojlantiruvchi til korpusida mavjud konkordans va korpus menejerining didaktik xususiyatlari va metodik funksiyalarini aniqlash;

til korpusi ma'lumotlaridan foydalanib, AKT sohasiga oid kollokatsiyalarni o'qitish modelini takomillashtirish;

til korpusi asosida berilgan AKT sohasiga oid kollokatsiyalardan foydalangan holda retseptiv va produktiv mashqlarni ishlab chiqish;

AKT yo'nalishi talabalariga til korpusi asosida takomillashtirilgan metodika va yaratilgan didaktik materiallarni joriy etishning maqsadga muvofiqligi va samaradorligini asoslash.

Tadqiqotning obyekti sifatida AKT yo'nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarini til korpusi asosida o'qitish jarayoni olingan.

Tadqiqotning predmetini AKT yo'nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarini til korpusi asosida o'qitish metodlari, o'zaro muloqot shakl (yakka tartibda ishlash, juft bo'lib ishlash, guruhlarda ishlash)larini tashkil etadi.

Tadqiqotning usullari. Tadqiqotda qiyosiy tahlil, Davlat ta'lim standarti, o'quv dasturi va darsliklar tahlili, pedagogik kuzatuv, pedagogik eksperement, matematik va statistik usullaridan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

AKT yo'nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarini o'rgatishda ingliz va o'zbek tillardagi kollokatsiyalarni qiyoslash orqali leksik, grammatik, fonetik, sintaktik va semantik interferensiya holatlari aniqlashtirilgan;

AKT yo'nalishi talabalarining AKT sohasiga oid kollokatsiyalarga doir bilimlarini oshirishga yordam beradigan til korpusining o'ziga xos xususiyatlarini tahlil qilish orqali konkordans va korpus menejerining didaktik xususiyatlari va metodik funksiyalari aniqlashtirilgan;

AKT yo'nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarini o'qitish jarayoniga til korpusi, CLIL (Content and Language Integrated Learning) va DDL (Data-driven Learning) yondashuvlarini tadbiq etish orqali o'qitish modeli takomillashtirilgan;

AKT yo'nalishi talabalarining ingliz tilida AKT sohasiga oid kollokatsiyalarga doir bilimlari NOW korpusida mavjud autentik materiallarini qo'llash asosida tuzilgan reseptiv va produktiv mashqlar yordamida takomillashtirilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

ingliz tilida AKT sohasiga oid kollokatsiyalarni oʻrgatish maqsadida til korpusi asosida ishlab chiqilgan mashqlar talabalarga kollokatsiyalarni kontekstda oʻrganish va ulardan aniq, ravon foydalanish imkonini bergan;

AKT yoʻnalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarni til korpusi asosida oʻrgatishning innovatsion modeli ishlab chiqilgan, oʻqitishda anʼanaviy usullarni oʻrniga zamonaviy yondashuv va metodlardan foydalanishning samaradorligi, taʼlim jarayonida duch kelingan qiyinchiliklar va talabalar uchun metodik tavsiyalar ishlab chiqilgan;

AKT sohasiga doir kollokatsiyalarni oʻrgatishga yoʻnaltirilgan oʻquv mashgʻulotlari uchun til korpusi maʼlumotlarini tahlil qilish, tegishli kollokatsiyalarni aniqlash va natijalar asosida oʻquv materiallari hamda mashqlarni ishlab chiqish kabi bosqichlarni oʻz ichiga olgan dars ishlanmalari ishlab chiqilgan;

Til korpusining didaktik xususiyatlari va metodik funksiyalari tadqiq etilgan, AKT sohasiga oid kollokatsiyalarga doir mashqlarini oʻz ichiga olgan "Cyber Age" nomli qoʻllanma chop etilgan.

Tadqiqot natijalarining ishonchliligi qoʻllanilgan yondashuv, metod, usullar va nazariy maʼlumotlarning ishonchli manbalardan olingani, olingan natijalarning matematik statistika metodi yordamida tahlil qilingani, xulosa va tavsiyalarning amaliyotga joriy qilingani hamda erishilgan natijalarning vakolatli tuzilmalar tomonidan tasdiqlanganligi bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati ingliz va oʻzbek tillaridagi kollokatsiyalarni qiyosiy tahlil qilish asosida tillararo interferensiyalarni aniqlanganligi, oliy taʼlim tizimida ingliz tilidagi axborot-kommunikatsiya texnologiyalariga oid ifodalarni til korpusidan foydalanib oʻqitishning metodologik yondashuvlari takomillashtirilgani bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati olingan natijalarning oliy taʼlim uchun moʻljallangan ingliz tili oʻquv-metodik majmualarini boyitishga, axborot texnologiyalari asosida oʻquv jarayonining samaradorligini oshirish hamda takomillashtirishga xizmat qilishi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. AKT yoʻnalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarini til korpusi asosida oʻrgatish metodikasini takomillashtirish boʻyicha oʻtkazilgan ilmiy tadqiqot natijalari asosida:

AKT yoʻnalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarini oʻrgatishda ingliz va oʻzbek tillardagi kollokatsiyalarni qiyoslash orqali leksik, grammatik, fonetik, sintaktik va semantik interferensiya holatlarini aniqlashtirishga oid tavsiyalar "Software development" nomli oʻquv qoʻllanma mazmuniga singdirilgan (Oʻzbekiston Respublikasi Oliy va oʻrta maxsus taʼlim vazirligining 2020-yil 14- avgustdagi 418-126-sonli maʼlumotnomasi). Natijada AKT yoʻnalishi talabalarining ingliz tilida AKT sohasiga oid kollokatsiyalarni oʻzlashtirishi takomillashtirilgan;

til korpusining oʻziga xos xususiyatlarini tahlil qilish orqali AKT yoʻnalishi talabalarining AKT sohasiga oid kollokatsiyalar savodxonligini oshirishga xizmat

qiluvchi konkordans va korpus menejerining didaktik xususiyatlari va metodik funksiyalari aniqlanganligi haqidagi xulosalardan Muhammad al-Xorazmiy nomidagi Toshkent axborot texnologiyalari universitetida amalga oshirilgan F3-XT-20200930404 raqamli "Boʻlak-polinomial bazislarda signallar va tasvirlarga raqamli ishlov berishning intellectual dasturiy-texnik tizimlarini yaratishning nazariy metodologik asoslari" loyihasi doirasida foydalanilgan (Muhammad al-Xorazmiy nomidagi Toshkent axborot texnologiyalari universiteti № 4003/05-2, 10.11.2024). Natijada AKT yoʻnalishi talabalarining til korpusidan foydalanish koʻnikmalari va komputer savodxonligiga doir bilimlari oshirilgan;

AKT yoʻnalishi talabalariga ingliz tilida sohaga oid kollokatsiyalarini oʻqitish jarayoniga til korpusi, CLIL (Content and Language Integrated Learning) va DDL (Data-driven Learning) yondashuvlarini tadbiq etish orqali oʻqitish modeli ishlab chiqilgan va "Cyber Age" nomli oʻquv qoʻllanma mazmuniga singdirilgan (Oʻzbekiston Respublikasi Oliy va oʻrta maxsus ta'lim vazirligining 2019-yil 10-oktyabrdagi 1023-051-son guvohnomasi). Natijada AKT yoʻnalishi talabalarining ingliz tilida nutqiy kompetensiyalari rivojlantirilgan;

AKT yoʻnalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarni til korpusi asosida oʻrgatish metodikasi Toshkent shahri, Fargʻona va Samarqand viloyatlari oliy ta'lim muassasalari amaliyotiga tadbiq etilgan (Muhammmad al Xorazmiy nomidagi Toshkent axborot texnologiyalari universiteti, TATU Fargʻona filiali, TATU Samarqand filiali 2024-yil 18-martdagi 09-13-874-son ma'lumotnomasi). Taklif etilgan metodikani qoʻllash natijasida AKT yoʻnalish talabalarining ogʻzaki va yozma nutqda ingliz tilida AKT sohasiga oid kollokatsiyalarni toʻgʻri qoʻllash koʻnikmalarini egallash samaradorligini oshirilgan.

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 6 ta xalqaro va 4 ta respublika ilmiy-amaliy anjumanlarida muhokamadan oʻtkazilgan.

Tadqiqot natijalarining e'lon qilinishi. Tadqiqot mavzusi boʻyicha 15 ta ilmiy ish, jumladan, 2 ta oʻquv qoʻllanma va Oʻzbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 13 ta maqola, shundan 3 tasi respublika va 10 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning hajmi va tuzilishi. Dissertatsiya kirish, uchta bob, xulosa, foydalanilgan adabiyotlar roʻyxati va ilovalardan iborat. Dissertatsiyaning hajmi 151 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi va zaruriyati asoslangan; tadqiqot ishining fan va texnologiyalarni rivojlantirishning muhim yoʻnalishlariga bogʻliqligi koʻrsatilgan; muammoning oʻrganilganlik darajasi yoritilgan; tadqiqotning maqsadi va vazifalari, obyekti va predmeti aniqlangan; tadqiqotning usullari, ilmiy yangiligi va amaliy natijalari bayon qilingan; olingan natijalarning ishonchliligi, ilmiy va amaliy ahamiyati asoslab berilgan; tadqiqot natijalarining amaliyotga joriy etilgani, e'lon qilingani, dissertatsiyaning tuzilishi va hajmi haqida ma'lumotlar keltirilgan.

Dissertatsiyaning **"Axborot kommunikatsiya texnologiyalari talabalariga ingliz tilidagi sohaga oid kollokatsiyalarni o'qitishning tamoyillari va muammolari"** deb nomlangan birinchi bobida tadqiqot mavzusi nuqtayi nazaridan ilmiy tahlil amalga oshirilgan. Bunda ta'lim tizimida AKT kollokatsiyalarini o'qitishning o'ziga xos xususiyatlari, tarixi va rivojlanish bosqichlari, shuningdek, nazariy jihatlari (umumiy tamoyillar, lingvistik xususiyatlar va AKT kollokatsiyalarining turlari) bayon etilgan. Bundan tashqari, AKT yo'nalishidagi talabalarga sohaga oid kollokatsiyalarini o'rgatishda duch kelinadigan muammolar va e'tibor berilishi kerak bo'lgan jihatlari muhokama qilingan.

Tadqiqotimizda kollokatsiyalarning lingvistik xususiyatlari o'rganilib chiqildi. Tilshunos olimlar tomonidan kollokatsiya atamasi "sintaktik va semantik jihatdan yaxlit birlikni ifodalovchi ikki yoki undan ortiq so'zlar birikmasi" deb ta'riflanadi. Kollokatsiyalar tilning muhim qismi bo'lib, alohida so'zlarning oddiy yig'indisi emas, balki ma'lum bir kontekstda birgalikda ishlatiladigan so'zlar to'plami hisoblanadi. Bunday birikmalar tilshunoslikda juda muhim ahamiyatga ega bo'lib, so'zlarning bir-biriga bog'lanish qonuniyatlarini o'rganishda va ularning turli kontekstlardagi ishlatilishida hal qiluvchi rol o'ynaydi.

Shuningdek, ushbu bobda ingliz va o'zbek tillaridagi sohaga oid kollokatsiyalar qiyosiy tahlili qilindi, bu esa o'z navbatida ular orasidagi o'xshashlik va farqlarni aniqlash imkonini beradi. Chet tilini o'rganish jarayonida ona tilining o'quv jarayoniga ham ijobiy, ham salbiy ta'siri bo'lishi mumkin. Birinchi holatda biz transpozitsiyani nazarda tutsak, ikkinchi holat bu interferensiyadir. M.Djusupovning fikricha, transpozitsiya deganda ko'nikmalarning bir tildan ikkinchi tilga ham til shakllanishi tuzilishini, ham ma'no jihatini saqlagan holda o'tishi tushuniladi[7]. Transpositsiyaga misol keltirar ekanmiz, sintaktik jihatdan ba'zi AKT sohasiga oid kollokatsiyalari o'quvchilar tomonidan oson idrok qilinadi, chunki ingliz va o'zbek tillarining so'z tartibi bunday holatda o'xshash bo'ladi. Misol uchun: USB cabel – USB kabel, battery charger – battareya quvvatlagich

Interferensiya haqida gap borar ekan, bu borada ko'plab olimlar o'z fikrlarini bildirgan. Tilning interferensiya tushunchasini birinchi bo'lib tilshunos va sotsiolingvist Uriel Vaynrayx tomonidan uning 1953-yilda chop etilgan "Languages in Contact" nomli nufuzli kitobida kiritilgan va tahlil qilingan. O'z tadqiqotlarida U.Vaynrayx til interferensiyasini bir tildan boshqasiga unsurlar o'tishi deb ta'riflagan, bu jarayon esa o'rganilayotgan tilga xatoliklar yoki o'zgarishlar kiritilishiga olib kelishi mumkin.

Interferentsiya til tizimining barcha jabhalariga ta'sir qiladi, jumladan fonetik, leksik, grammatik, sintaktik, semantik va boshqalar.

Avvalo, biz o'quvchilar nutqida AKT sohasiga oid kollokatsiyalaridan foydalanishda fonetik interferensiyani kuzatishimiz mumkin. E.Budnik ta'kidlaganidek, fonetik interferensiya so'zlovchining ongida ikki yoki undan ortiq tillarning fonetik tizimlari yoki talaffuz me'yorlari o'rtasidagi o'zaro ta'sir

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[7] Сабирова Г.С. Методика обучения местоимениям английского языка учащихся общеобразовательных школ на основе информационных технологий: Автореф. дисс... д. пед. наук. – Ташкент, 2017. – 28 с.

natijasida ikkilamchi til tizimi va uning me'yorining buzilishi (amalda noto'g'ri talaffuz qilinishi) hisoblanadi.

Misol uchun: "advanced technology" kollokatsiyasi o'zbek o'quvchilari tomonidan [ədˈvɑːnst tɛkˈnɒlədʒi] tarzida emas balki [ədˈvɑːnst tɛxˈnɒlədʒi] deb noto'g'ri talaffuz qilinadi.

Leksik interferensiya esa ona tili leksemalarining chet tiliga ta'sir etishini o'z ichiga oladi.

Misol uchun: o'zbek talabalalari "to access website" kollokatsiyasining o'rniga "to enter website", "surf the internet" kollokatsiyasini esa "use the internet" deb noto'g'ri talqin etadi.

Grammatik interferensiyani biz leksik almashinuv jarayonida ona tilining o'rganilayotgan tildagi gap hamda so'z strukturasiga ta'sir doirasini tushunamiz[8]. Tadqiqot jarayonida biz juda qiziq holatga duch keldik. O'zbek talabalalari ko'p holatlarda -ing, -ed suffikslari yordamida yasalgan sifat so'z turkumini ingliz tilidagi fe'l zamonlari yoki sifatdosh bilan adashtiradilar. Misol uchun, "searching engine" ("qidiruv dasturi") kollokatsiyasi ikkala tilda ham sifat + ot komponentlaridan tashkil topgan va ko'pincha o'quvchilar tomonidan "search engine" ya'ni fe'l + ot komponentli kollokatsiya ko'rinishida nutqda noto'g'ri ishlatadilar.

Sintaktik interferensiya bu bir tilning struktura tizimini o'zlashtirgan holda boshqa bir tilda jumla qurish jarayonidir[9]. Ingliz tilida so'zlarning kollokatsiyadagi tartibini o'zgartirish grammatik ma'noga ta'sir qiladi, biroq o'zbek tilida esa ko'p hollarda grammatik ma'no o'zgarmaydi.

Misol uchun, "to fill an online application" (onlayn ariza to'ldirish) ingliz tilida kollokatsiya hisoblansa, "to fill application online" (onlayn ariza to'ldirmoq) predikativ hisoblanadi.

Semantik interferensiya semantik mazmunning faollashuvi nutq hosil qilish jarayonida to'g'ri so'zni topish va qo'llashga to'sqinlik qiladigan yoki holatni osonlashtiradigan hodisa deb qaraladi[10]. Misol uchun ingliz tilida bir qancha AKT sohasiga oid kollokatsiyalar jumladan bus system, star system, ring system va mesh system o'zbek o'quvchilari tomonidan o'zbek tilidagi semantik farq tufayli butunlay noto'g'ri talqin etiladi. Ingliz tilidagi "bus" so'zi o'zbek tilida "avtobus" – transport vositasi deb semantik qabul qilingani bois so'zning lug'aviy ma'nosini qo'llagan holda to'g'ridan to'g'ri "avtobus tizimi" deb noto'g'ri qabul qilinib, tarjima qilinadi.

Dissertatsiyaning **"AKT yo'nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarini o'rgatishning metodologiyasi"** deb nomlangan ikkinchi bobida ingliz tilida sohaga oid kollokatsiyalarni o'qitishda til korpusining nazariy jihatdan tahlili va ahamiyati yoritilgan.

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[8] Giusfredi F., Pisaniello V. Contacts of Languages and Peoples in the Hittite and Post-Hittite World: Vol. 4. — Leiden; Boston: Brill, 2023. — 396 p.

[9] Tia M., Jufrizal. L1 Syntactic Interference in ESP Students' Writing Assignments. — Padang: Universitas Negeri Padang, 2020. — 166 p.

[10] Scherpenberg C. Semantic Context Effects on Language Production in Neurotypical Speakers and People with Aphasia: Dissertation. — Leipzig: Universität Leipzig, 2021. — 16 p.

Til korpusi bu kompyuter texnologiyasidan foydalangan holda og'zaki va yozma matnlarning katta to'plamlarini yoki korpuslarni tahlil qilish uchun shug'ullanadigan tilshunoslik sohasi bo'lib, ular tildan foydalanishning muayyan sohalarini, masalan, norasmiy suhbat yoki akademik yozuvlarni ifodalash uchun ishlab chiqilgan[11]. Shuningdek, til korpusi muayyan xususiyatlarga (til, janr, matn yaratilgan davr, muallif va boshqalar) ko'ra yagona tizimda to'plangan haqiqiy (autentik) matnlar majmuasi bo'lib, axborot-qidiruv tizimiga moslashtirilgan hamda til haqida ma'lumot yaratish va tildan qanday foydalanilishini aniqlash uchun xizmat qiladi.

Konkordansning ingliz tilidagi kollokatsiyalarni o'rgatishdagi didaktik xususiyatlari va metodologik funksiyalari quyidagilarni o'z ichiga oladi:

1-jadval

Ingliz tilida AKT sohasiga oid kollokatsiyalarni o'qitishda konkordansning didaktik xususiyatlari va metodik funksiyalari

№	Ingliz tilida AKT sohasiga oid kollokatsiyalarni o'qitishda konkordansning didaktik xususiyatlari	Ingliz tilida AKT sohasiga oid kollokatsiyalarni o'qitishda konkordansning metodik funksiyalari
1	Autentiklik	Talabalarni ingliz tilida sohaga oid kollokatsiyalarning haqiqiy namunalari bilan tanishtiradi, ularning tushunishi va qo'llanilishini takomillashtiradi.
2.	Dolzarblilik	Tegishli matnlarda konkordans satrlarini tanlash orqali talabalarning mutaxasislik sohasi, kasbiy qiziqishlari yoki kundalik hayotiga mos keladigan kollokatsiyalarga e'tibor qaratishlari mumkin.
3.	Ma'no va qo'llanilishga e'tibor qaratish	Talabalar nafaqat so'zlarni, balki ma'lum ma'no va jihatlarini yetkazish uchun boshqa so'zlar bilan qanday birlashishini ham o'rganadilar.
4.	Til bilish darajasini oshirish	Ushbu savodxonlik til ko'nikmalarini yaxshilashga yordam beradi va talabalarga o'z nutqlarida kollokatsiyalarni ongli ravishda to'g'ri tanlov qilish imkonini beradi.
5.	Mustaqil ta'limni shakllantirish	Talabalar til namunalarini mustaqil o'rganish uchun konkordans vositalari va ma'lumotlar bazalaridan foydalanishlari mumkin, bu esa o'quv xonasidan tashqarida mustaqil o'rganish va tilni tadqiq qilishni rag'batlantiradi.
6.	Til korpusini tadbiq etish	O'qituvchilar til korpusga asoslangan mashg'ulotlarni o'quv dasturiga kiritishlari, talabalarga kengroq til haqidagi ma'lumotlarni tanishtirishlari va til o'rgatishda ma'lumotlarga asoslangan yondashuvni (Data-driven learning) tadbiq qilishlari mumkin.

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[11] Conrad, S. Will corpus linguistics revolutionize grammar teaching in the 21st century? // TESOL Quarterly. – Washington, D.C.: Teachers of English to Speakers of Other Languages. 2000. № 34. –P. 548–560.

Yuqorida ta'kidlanganidek, konkordans lingvistik qidiruv tizimlariga o'xshash bo'lib, xuddi shunday vazifani korpus menejerlari ham bajaradi. Quyidai ingliz tilida sohaga oid kollokatsiyalarini o'qitishda korpus menejerining didaktik xususiyatlari va metodik funksiyalari keltirilgan:

<div align="right">**2-jadval**</div>

<div align="center">**Ingliz tilida AKT sohasiga oid kollokatsiyalarni o'qitishda korpus menejerining didaktik xususiyatlari va metodik funksiyalari**</div>

№	Ingliz tilida AKT sohasiga oid kollokatsiyalarni o'qitishda korpus menejerining didaktik xususiyatlari.	Ingliz tilida AKT sohasiga oid kollokatsiyalarni o'qitishda korpus menejerining metodik funksiyalari.
1.	Ma'lumotlarga asoslangan tadqiqot	Bu talabalarga so'zlarning turli matnlarda tabiiy ravishda qanday birikishini kuzatishga yordam beradi.
2.	Matnni tushunish	Bu talabalarga kollokatsiyalardan foydalanishning asosiy jihatlarini anglashga yordam beradi.
3.	Chastota tahlili	Ushbu ma'lumotlar talabalarga turli vaziyatlarda ko'proq uchraydigan yuqori chastotali birikmalarga e'tibor qaratish va ularni ustuvor o'rganishga yordam beradi.
4.	Moslashuvchanlik	Bu moslashuvchanlik talabalarning o'ziga xos ehtiyojlariga mos keladigan mashqlar va faoliyatlardan foydalanish imkonini beradi.
5.	Talabalar (o'rganuvchi) mustaqilligi	Bu o'z-o'zini boshqaradigan ta'limni rag'batlantiradi, talabalarga til o'zlashtirish jarayonini o'z qo'llariga olish imkonini beradi.
6.	Boshqa til ko'nikmalari bilan uyg'unlashtirish	Uni o'qish, yozish va gapirish kabi turli til ko'nikmalariga singdirib borish mumkin.

Shuningdek, AKT yo'nalishi talabalariga til korpusi asosida ingliz tilida sohaga oid kollokatsiyalarini o'rgatish texnologiyasi tadqiqot ishi maqsadlariga tayangan holda yaratiladi. Bu yondashuv talabalarning kollokatsiyalarga doir bilimini oshirishga, AKT sohasiga oid kollokatsiyalarning tuzilishi va qo'llanilishini o'rgatishga, hamda ularni yozma va og'zaki nutqda aniq va ravon qo'llash ko'nikmalarini shakllantirishga qaratilgan. Mazkur yondashuv ma'lumotlarga asoslangan o'rganish (Data-driven learning) va induktiv metodlarni (Inductive Method) birlashtiradi, bu esa samarali til o'qitish va kontekstli o'rganish tamoyillariga asoslanadi.

Texnologiya, shuningdek, AKT sohasiga oid kollokatsiyalarni kundalik ingliz tili nutqiga kiritish orqali talabalarning nutqiy ravonligini oshirishga qaratilgan. Ma'lumotlarga asoslangan mashqlar va korpuslardagi autentik matn namunalari orqali talabalar suhbatlar, taqdimotlar va munozaralarda AKT sohasiga oid kollokatsiyalardan foydalanishni mashq qiladilar, aniqlik va ravonlikni oshiradi.

Interaktiv va interfaol ta'lim muhitini yaratish uchun Content and Language Integrated Learning (CLIL) va Data-Driven Learning (DDL) kabi yondashuvlar qo'llaniladi. NOW(Corpus of News on the Web) korpusi orqali talabalarga ingliz

tilida AKT sohasiga oid kollokatsiyalarni o'rgatishda Data-Driven Learning (DDL)ni qo'llashning afzalliklari ham lingvistik ham kognitiv ahamiyatga egadir. Bu afzalliklarga quyidagilar kiradi:

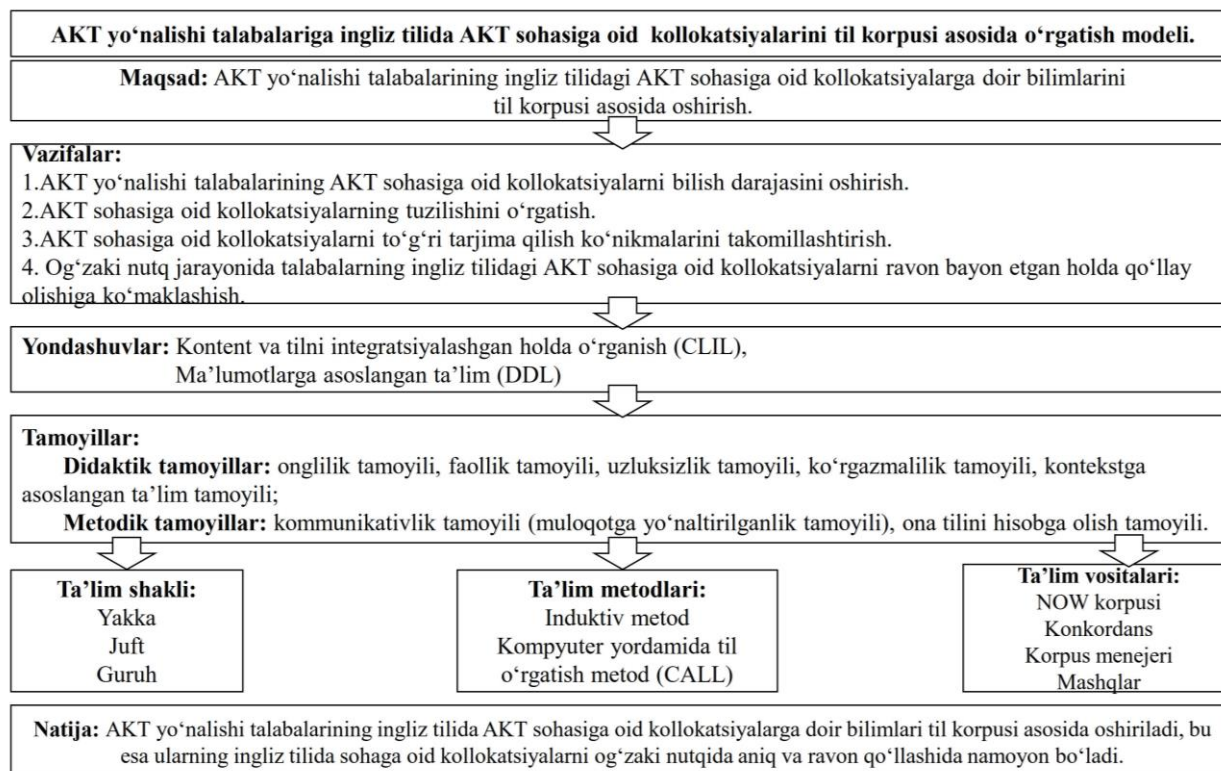<div align="right">**3-jadval**</div>

NOW korpusi orqali talabalarga ingliz tilida AKT sohasiga oid kollokatsiyalarni o'rgatishda Data-Driven Learning (DDL) ni qo'llashningning afzalliklari

№	Afzalliklari	Vazifalari
1.	Autentik ma'lumotlarni tadbiq etish	DDL talabalarga autentik ma'lumotlar bilan ishlashga imkon beradi, ularga AKT sohasiga oid kollokatsiyalarni kontekstlarda qanday tabiiy ravishda ishlatilishini ifodalab beradi. Bu yondashuv talabalarni sun'iy yoki darslik namunalariga tayanishdan farqli o'laroq, o'z sohasiga mos til namunalarini o'rganishini ta'minlaydi.
2.	Markazida talaba ta'limi	DDL yondashuvi amaliy, tadqiqotlarga asoslangan ta'lim jarayoniga zamin yaratadi. Talabalar korpuslardan olingan til ma'lumotlarini faol tahlil qiladilar, bu ularga AKT sohasiga oid kollokatsiyalarning qonuniyatlari, tuzilishi va chastotasini tushunish imkonini beradi. Bu usul chuqurroq o'rganish va eslab qolishga yordam beradi, chunki talabalar ma'lumotni passiv qabul qilish o'rniga qoidalarni o'zlari keltirib chiqaradilar.
3.	Shaxsga yo'naltirilgan ta'lim	DDL yondashuvi asosida talabalar ma'lum bir AKT sohasiga doir mavzularni o'rganishlari mumkin. Ushbu moslashuvchanlik ularga o'z ehtiyojlari va kasbiy maqsadlariga eng mos keladigan kollokatsiyalarga e'tibor qaratish, yanada moslashtirilgan o'quv tajribasini shakllantirish imkonini beradi.
4.	Mustaqil ta'limni oshirish	DDL yondashuvi talabalarga tilni mustaqil tahlil qilish vositalari va ko'nikmalarini tadbiq etish orqali talabalar mustaqilligini rivojlantiradi. Ular korpuslar bilan o'zaro munosabatda bo'lishlari bilan tanqidiy fikrlash va analitik ko'nikmalarni rivojlantiradilar, bu esa ularni auditoriyadan tashqarida AKT sohasiga oid kollokatsiyalarni mustaqil o'rganishga imkon beradi.
5.	Aniqlik va ravonlikni rivojlantirish	Autentik ma'lumotlarni tahlil qilish orqali talabalar AKT sohasiga oid kollokatsiyalarni qanday qo'llash haqida aniqroq tushunchaga ega bo'ladilar, bu esa ulardan yanada aniq va ravon foydalanishga olib keladi.

Ushbu o'qitish texnologiyasining asosini onglilik tamoyili (o'quvchilarni til birliklaridan xabardor qilish), faollik (mustaqil ta'limni rag'batlantirish), uzluksizlik (uzoq muddat davomiylikni ta'minlash), ko'rgazmalilik (yaxshiroq tushunish uchun ko'rgazmali vositalardan foydalanish) va kontekstli o'qitish (ma'noli, AKT sohasiga oid kollokatsiyalarni kontekstlarda o'rgatish) kabi didaktik tamoyillarni tashkil etadi. Bundan tashqari, kommunikativlikka asoslanganlik talabalarning ona tilini hisobga olgan holda tildan amaliy foydalanishga e'tibor qaratilish interferensiyani bartaraf etishga yordam beradi va ingliz tilidan foydalanishda ravon fikrni ifoda etishni qo'llab-quvvatlaydi.

AKT yo'nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarni til korpusi asosida o'rgatish modeli

AKT yo'nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarini til korpusi asosida o'rgatish modeli.
Maqsad: AKT yo'nalishi talabalarining ingliz tilidagi AKT sohasiga oid kollokatsiyalarga doir bilimlarini til korpusi asosida oshirish.
Vazifalar: 1.AKT yo'nalishi talabalarining AKT sohasiga oid kollokatsiyalarni bilish darajasini oshirish. 2.AKT sohasiga oid kollokatsiyalarning tuzilishini o'rgatish. 3.AKT sohasiga oid kollokatsiyalarni to'g'ri tarjima qilish ko'nikmalarini takomillashtirish. 4. Og'zaki nutq jarayonida talabalarning ingliz tilidagi AKT sohasiga oid kollokatsiyalarni ravon bayon etgan holda qo'llay olishiga ko'maklashish.
Yondashuvlar: Kontent va tilni integratsiyalashgan holda o'rganish (CLIL), Ma'lumotlarga asoslangan ta'lim (DDL)

Tamoyillar:
    Didaktik tamoyillar: onglilik tamoyili, faollik tamoyili, uzluksizlik tamoyili, ko'rgazmalilik tamoyili, kontekstga asoslangan ta'lim tamoyili;
    Metodik tamoyillar: kommunikativlik tamoyili (muloqotga yo'naltirilganlik tamoyili), ona tilini hisobga olish tamoyili.

Ta'lim shakli: Yakka Juft Guruh	**Ta'lim metodlari:** Induktiv metod Kompyuter yordamida til o'rgatish metod (CALL)	**Ta'lim vositalari:** NOW korpusi Konkordans Korpus menejeri Mashqlar

Natija: AKT yo'nalishi talabalarining ingliz tilida AKT sohasiga oid kollokatsiyalarga doir bilimlari til korpusi asosida oshiriladi, bu esa ularning ingliz tilida sohaga oid kollokatsiyalarni og'zaki nutqida aniq va ravon qo'llashida namoyon bo'ladi.

Ushbu tadqiqot ishining asosiy qismi AKT yo'nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarni til korpusi asosida o'rgatishga qaratilgan mashqlarni ishlab chiqishdan iboratdir.
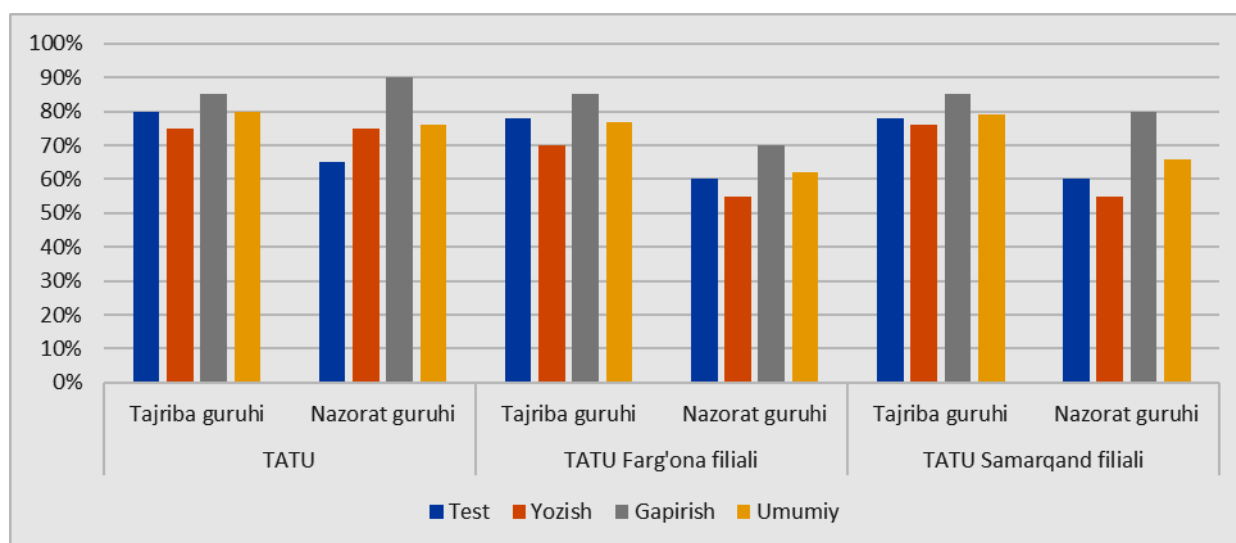
Talabalarga ingliz tilida axborot-kommunikatsiya texnologiyalari sohasiga oid kollokatsiyalarini o'rgatishga qaratilgan mashqlar turlari
(NOW korpusi asosida)

Reseptiv mashqlar	NOW korpusidan olingan AKT sohasiga oid kollokatsiyalar bilan gaplarni to'ldiring. NOW korpusidagi AKT sohasiga oid matnlarni tahlil qiling va sohaga oid kollokatsiyalarni toping. NOW korpusidan olingan AKT sohasiga oid kollokatsiyalarda uchraydigan mustaqil va tobe so'zlarni ma'no va tuzilishi jihatidan bir-biriga bog'lang.
Produktiv mashqlar	O'rganilgan AKT sohasiga oid kolokatsiyalardan foydalanib qisqa matnlar tuzing. Og'zaki nutqda AKT sohasiga oid kollokatsiyalardan foydalanib mashqlarni bajarish jarayonida juft yoki guruh bo'lib muhokamalarida ishtirok eting. Juftlik yoki kichik guruhlarda ishlang. Ushbu kollokatsiyalardan foydalangan holda vaziyatni o'ylab toping.

Dissertatsiyaning **"Tajriba-sinov ishlarini tashkil etish va ularning tahlili"** nomli uchinchi bobida tajriba-sinov o'tkazish metodologiyasi, uning asosiy bosqichlari, shuningdek, tajriba-sinov natijalari va ularning matematik-statistik tahlili bayon etilgan. Tajriba-sinov ishlari tashxis, tashkiliy va yakuniy bosqichlarda tashkil etildi.

Tashxis bosqichida (2018-2019, 2019-2020, 2020-2021 o'quv yillari) tadqiqot mavzusiga oid ilmiy adabiyotlar o'rganildi hamda AKT yo'nalishi talabalariga ingliz tilida sohaga oid kollokatsiyalarni til korpusi asosida o'rgatish usullari ishlab chiqildi. TEFL(ingliz tilini chet tili sifatida o'qitish) sohasida AKT sohasiga oid ingliz tilida sohaga oid kollokatsiyalarni o'qitishning joriy holatini obyektiv va subyektiv jihatdan baholash maqsadida dastlabki sinovlar o'tkazildi.
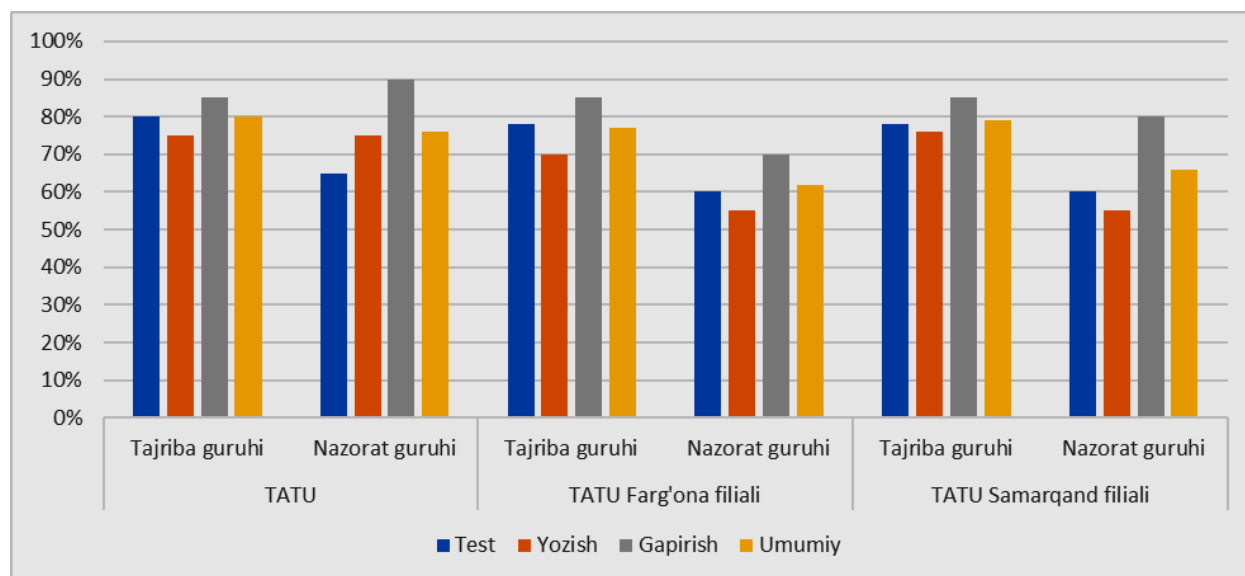

1-rasm. AKT yo'nalishi talabalarning ingliz tilida sohaga oid kollokatsiyalarni tushunish malakasini baholovchi dastlabki tahlil natijalarining foiz ko'rsatkichi.

Tashkiliy bosqichda tadqiqot vositalari (ya'ni, testdan keyingi materiallar) ishlab chiqildi, tajriba-sinov ishtirokchilari aniqlandi va 2021-2022, 2022-2023 hamda 2023-2024 o'quv yillari davomida tajriba-sinov bosqichlari belgilab olindi. Bundan tashqari, Muhammad al-Xorazmiy nomidagi Toshkent axborot texnologiyalari universiteti (TATU) va uning Farg'ona hamda Samarqand filiallarida tahsil olayotgan 1-kurs talabalari bilan tajriba-sinov o'tkazildi. Ushbu tadqiqotning asosiy maqsadi AKT yo'nalishi talabalarining ingliz tilida sohaga oid kollokatsiyalarni til korpusi asosida o'rgatish bo'yicha biz taklif etgan metodikani amalda qo'llash va samaradorligini baholashdan iborat edi.

Yakuniy bosqichda talabalar barcha mashqlardan o'zlashtirgan bilimlarini baholash uchun yakuniy sinovdan o'tdilar. Olingan natijalarga ko'ra, ingliz tilidagi AKT sohasiga oid kollokatsialarining barcha bo'limlari bo'yicha takomillashtirish ko'rsatkichlari asosida qiyinchilik sohalari aniqlandi. Bundan tashqari, tajriba-sinov davomida olingan natijalar tahlil qilindi, xulosalar chiqarildi va natijalar asosida tavsiyalar berildi. Har bir hududdagi (Muhammad al-Xorazmiy nomidagi

TATU, TATU Farg‘ona filiali, TATU Samarqand filiali) tajriba va nazorat guruhlarining dastlabki va yakuniy sinov natijalari bo‘yicha o‘tkazilgan matematik-statistik tahlil shuni ko‘rsatdiki, yangi metodika (Til korpusi) asosida ta’lim olgan tajriba guruhi turli xil topshiriqlar bo‘yicha nazorat guruhidan umuman olganda yaxshiroq natija ko‘rsatdi.

2-rasm. AKT yo‘nalishi talabalarining ingliz tilida sohaga oid kollokatsiyalarga oid bilimlarini baholashga doir yakuniy natijalarining foiz ko‘rsatkichi.

Ma’lumotlar tahlili shuni ko‘rsatadiki, tajriba guruhi barcha turdagi topshiriqlar bo‘yicha oldingi va keyingi test natijalarida nazorat guruhiga nisbatan ancha yaxshi natija ko‘rsatgan. Eng yuqori ko‘rsatkich tajriba guruhining umumiy ballida (+16%) kuzatildi. Bu esa qo‘llanilgan metod AKT yo‘nalishi talabalarning ingliz tilida sohaga oid kollokatsiyalarga doir savodxonlik qobiliyatlarining sezilarli darajada oshirilganligini ko‘rsatadi.

XULOSA

AKT yo‘nalishi talabalariga ingliz tilida sohaga oid kollokatsiyalarni til korpusi asosida o‘rgatish metodikasi mavzusida olib borilgan tadqiqotlar natijasida quyidagi xulosalar olindi:

1. AKT yo‘nalishi talabalariga ingliz tilida AKT sohasiga oid kollokatsiyalarni til korpusi asosida o‘rgatish metodikasini joriy etish ularning kollokatsiyalarga doir bilimlarini oshirishning samarali usuli hisoblanadi. Bu metod haqiqiy tilni qo‘llanishiga asoslanib, talabalarga kollokatsiyalarni o‘zlashtirishda muhim bo‘lgan amaliy misollar va kontekst asosida o‘rganish imkoniyatlarini taqdim etadi.

2. AKT yo‘nalishi talabalariga ingliz tili sohaga oid kollokatsiyalarni o‘rgatishda ingliz tili va ona tilidagi AKT sohasiga oid kollokatsiyalarini taqqoslash orqali leksik, grammatik, fonetik, sintaktik va semantik interferensiya

holatlari aniqlandi. AKT yo'nalishi talabalarining ingliz tilida sohaga oid kollokatsiyalarni o'zlashtirishdagi eng ko'p uchraydigan interferensiya holatlarini aniqlash ingliz tilida kollokatsiyalardan foydalanishning murakkab jihatlarini va o'qitish jarayonida tegishli yondashuvlarni belgilashga yordam beradi.

3. Til korpusining didaktik xususiyatlari (autentiklik, dolzarblilik, kontekstlarning xilma-xilligi, mustaqil ta'lim, til korpusini tadbiq etish, ma'lumotlarga asoslangan tadqiqot) va metodologik funksiyalari (talabalarning kollokatsiyalarni tushunishi va qo'llashini takomillashtirish, talabaning mutaxasislik sohasiga va kasbiy qiziqishlariga oid kollokatsiyalarga e'tibor qaratish, muayyan ma'nolarni ifodalash uchun boshqa so'zlar bilan biriktirib ishlatish, mustaqil o'rganishni rag'batlantirish) AKT yo'nalishi talabalarining kollokatsiyalarga doir bilimini oshirishga katta hissa qo'shadi. Til korpusi ma'lumotlarini tahlil qilish va til o'rganish vositalaridan foydalanib, talabalar o'z sohalariga oid kollokatsiyalarni qo'llanishini aniqlay oladilar va tushunadilar, natijada ularning til materiallari (leksika, grammatika, talaffuz) va nutq malakalari (gapirish, tinglab tushunish, o'qish, yozish) takomillashadi.

4. Til korpusi, CLIL va DDL yondashuvlarini o'qitish jarayoniga tadbiq etish orqali AKT yo'nalishi talabalariga ingliz tilida sohaga oid kollokatsiyalarini til korpusi asosida o'rgatish modeli ishlab chiqildi. Ushbu model axborot-kommunikatsiya texnologiyalari sohasida til o'rganish va o'zlashtirishni takomillashtirishning tizimli va samarali usulini ta'minlaydi. Bu zamonaviy metodlarni qo'llash orqali o'qituvchilar talabalarning sohaga oid kollokatsiyalarni chuqurroq tushunishi va eslab qolishiga yordam berib, ularning AKT sohasiga oid til materiallarini oshirishlari mumkin.

5. Samarali o'quv materiallarni yaratishda eng ko'p qo'llaniladigan muhim didaktik tamoyillar onglilik prinsipi, faollik prinsipi, puxta o'zlashtirilishi prinsipi, ko'rgazmalilik prinsipi, kontekstga asoslangan ta'lim prinsipi ekanligini ko'rish mumkin. Bu tamoyillar talabalarni o'quv jarayoniga faol jalb etish, mustaqillik va o'z-o'zini boshqarishni rag'batlantirish, bilimlarni uzoq vaqt saqlashni ta'minlash, tushunishni yaxshilash uchun vizual vositalardan foydalanish va yangi ma'lumotlarni haqiqiy hayot vaziyatlari bilan bog'lashning muhimligini ta'kidlaydi. Bundan tashqari, samarali ta'limni rag'batlantirishda kommunikativ prinsipi (muloqotga asoslangan prinsipi), ona tilini hisobga olish prinsipi kabi metodik prinsiplar ham muhim o'rin tutadi. Principlar o'qituvchi va talabalar o'rtasidagi aniq va samarali muloqotning, shuningdek, o'quv materiallarini yaratishda talabalarning qiziqishlari va nutq malakalarini inobatga olishning ahamiyatini ko'rsatadi.

6. AKT yo'nalishi talabalariga ingliz tilida sohaga oid kollokatsiyalarni NOW korpusi asosida o'rgatishga qaratilgan retseptiv (to'liq gaplar tuzish, so'zlarni tegishli ta'riflar bilan moslashtirish, to'g'ri kollokatsiyalarni tanlash, ushbu kollokatsiyalarni to'g'ri ustunga joylashtirish) va produktiv (berilgan kollokatsiyalar bilan gaplar tuzish, ushbu kollokatsiyalardan foydalanib sahna

ko'rinishi yaratish, berilgan kollokatsiyalarga izoh berish) mashqlar AKT yo'nalishi talabalarining kollokatsiyalarga oid bilimni oshiradi.

7. Tajriba-sinov tadqiqot til korpusi asosida ingliz tilida AKT sohasiga oid kollokatsiyalarini o'qitishning samaradorligini ishonchli tarzda ko'rsatdi. Test natijalarining yaxshilanishi nuqtai nazaridan kuzatilgan ijobiy natijalar ushbu innovatsion metodikaning axborot-kommunikatsiya texnologiyalari sohasida til o'rganish va kollokatsiyalarni tushunishni takomillashtirish imkoniyatlarini namoyon etadi. Ushbu tadqiqot natijalari o'qitish amaliyotiga ta'sir ko'rsatadi va til korpusini ingliz tili o'qitishiga tadbiq etish talabalarning sohaga oid kollokatsiyalar haqidagi bilimini oshirishi mumkinligini ko'rsatadi.

SCIENTIFIC COUNCIL PhD.03/30.05. 2024. Ped. 10.07 AWARDING SCIENTIFIC DEGREES AT "TASHKENT INSTITUTE OF IRRIGATION AND AGRICULTURAL MECHANIZATION ENGINEERS NATIONAL RESEARCH UNIVERSITY

"TASHKENT INSTITUTE OF IRRIGATION AND AGRICULTURAL MECHANIZATION ENGINEERS" NATIONAL RESEARCH UNIVERSITY

BARNOYEVA NILUFAR YOQUBOVNA

METHOD OF TEACHING ENGLISH COLLOCATIONS TO ICT STUDENTS THROUGH CORPUS LINGUISTICS

13.00.02 – Theory and methodology of teaching and upbringing
(English Language)

DISSERTATION ABSTRACT
of the doctor of philosophy (PhD) in pedagogical science

Tashkent – 2025

The theme of the dissertation of Doctor of Philosophy (PhD) was registered at the Supreme Attestation Commission at the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan under number B2024.2.PhD/Ped7421

The dissertation has been accomplished at "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University.

The dissertation abstract in three languages (Uzbek, English, Russian (resume)) has been placed on the website (www.tiiame.uz) and "ZiyoNet" Information and educational portal (www.ziyonet.uz).

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The defense will be held on "____" of _____ 2025 at the meeting room of the Scientific Council PhD.03/30.05.2024.Ped.10.07 at the "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University. (Address: 100000. Tashkent, Mirzo Ulugbek district, str. Kori Niyazov, 39. Tel.: +(99871) 237-46-68 fax: +(99871) 237 19 36; devon@tiiame.uz, admin@tiiame.uz, tiiame@exat.uz)

The dissertation is available at the Information Resource Centre of "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University. (is registered under No. ____). (Address: 100000. Tashkent, Mirzo Ulugbek district, str. Kori Niyazov, 39. Tel.: +(99871) 237-46-68 fax: +(99871) 237-19-36)

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INTRODUCTION (PhD thesis annotation)

Topicality and necessity of the research. In the world of globalization and information and communication technologies, the demand for young specialists proficient in foreign languages and ICT is growing. Higher education institutions play a crucial role in preparing such skilled professionals. Countries such as the USA (Stanford University, University of California, Berkeley University), UK (University of Birmingham, University of Cambridge), France (Université Paris Diderot (Paris 7), Université de Lorraine), Russia (Moscow State University, Saint Petersburg State University), and other countries have recognized the critical importance of integrating information and communication technologies into the practice of teaching foreign languages. It is well known that in today's digital world, mere language proficiency is not sufficient; students must also possess knowledge in the field of information technology necessary for effectively engaging with information and communication technologies[1]. In the process of teaching foreign languages, students' language learning and information technology literacy are being developed through the use of modern methods.

In the world, the rapid development of Corpus Linguistics has led to numerous studies in the field of linguistics as well as in the process of teaching foreign languages. Research has shown that Corpus Linguistics refers to a collection of texts compiled according to specific principles, defined by certain criteria, and functioning within a specialized search system. Today, the extensive capabilities of Corpus Linguistics are enhancing the efficiency and speed of processing linguistic data, while also ensuring the reliability of such data.

In our Republic, there have been fundamental changes in the field of foreign language teaching. Priority tasks have been identified, such as the "coordination of the development of suitable methodologies and recommendations for teaching foreign languages for all pedagogics, aimed at integrating a continuum of language learning based on the principle of kindergarten – school – higher education – post-higher education," and the "organization of the creation of videos, games, entertainment shows, movies, and other educational content for thorough mastery of foreign languages and the formation of basic language skills"[2]. The

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[1] Birmingham University. Integrating digital skills in language learning: Initiatives at the University of Birmingham. – 2022. URL: https://www.birmingham.ac.uk; Cambridge University Language Centre. Language learning in the digital age: The University of Cambridge approach. – 2021. URL: https://www.langcen.cam.ac.uk; Lorraine University. ICT integration in higher education: Enhancing language teaching through technology. – University of Lorraine Press, 2023; Московский государственный университет. Роль информационных технологий в языковом образовании: Примеры из МГУ. – МГУ, 2020; Paris Diderot University (Université Paris Cité). Advancements in ICT for foreign language instruction: Experiences from Paris Diderot University. – 2021. URL: https://u-paris.fr; Stanford University. ICT in language education: Exploring digital competencies at Stanford. Stanford Digital Learning Initiative, – 2023; University of California, Berkeley. Foreign language acquisition and technology: Berkeley's innovative methods. – 2022. URL: https://www.berkeley.edu; Санкт-Петербургский государственный университет. Цифровая трансформация в преподавании языков в Санкт-Петербургском государственном университете. – 2021. URL: https://english.spbu.ru.

[2] Постановление Президента Республики Узбекистан № ПП-5117 «О мерах по поднятию на качественно новый уровень деятельности по популяризации изучения иностранных языков в Республике Узбекистан» от 19 мая 2021 г.

implementation of these tasks requires the development of new methods, techniques, forms, and means of teaching.

This dissertation research, to a certain extent, contributes to fulfill the objectives for improving the effectiveness of education specified in Presidential Decree No. PD-5117 "On Measures to Raise the Popularization of Learning Foreign Languages to a Qualitatively New Level" as of May 19, 2021, the Decree of Cabinet of Ministers No. 124 "On Approval of the State Educational Standards in Foreign Languages of the Continuous Education System" as of May 8, 2013, Presidential Resolutions No. PR-1875 "On Measures for Further Improvement of the Foreign Language Learning System" dated December 10, 2012, No. PR-1730 "On Measures for Further Introduction and Development of Modern Information and Communication Technologies" dated March 21, 2012, No. 610 "On Measures for Further Improvement of the Quality of Teaching Foreign Languages in Educational Institutions" dated August 11, 2017, No. 625 "On Measures for Further Development of National Content on the World Wide Web" dated August 14, 2017; Presidential Decree No. PD-5847 "On Approval of the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030" as of October 8, 2019, Law of the Republic of Uzbekistan No. LRU-637 "On Education" as of September 23, 2020, Presidential Decree No. PD-60 "On the Strategy of Development of the New Uzbekistan for 2022-2026" as of January 28, 2022, and some other important documents and decrees.

Correspondence of research to priority directions of science and technology development in the republic. The research study has been conducted in accordance with the core goals in the development of science and technology, "Spiritual, educational and cultural development of a democratic and legal society and formation of an innovative economy in the country".

The amount of research work investigated the problem. Scientists have conducted research studies in teaching English as a foreign language in the Republic of Uzbekistan as J.J. Jalolov, G.T. Makhkamova, T.K. Sattorov, G.S. Sabirova, I.M. Tukhtasinov, K.Sh. Muradkasimova, N.Kh. Kushieva, H.M. Mamatkulov, D.M. Isroilova, and F.R. Musaeva similarly, abroad, the current issues have been investigated in the scholar works of E.N. Solovova, A.V. Papov, E.I. Passov, G. Dudeney, N. Hockly[3] and others.

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[3] Сабирова Г.С. Методика обучения местоимениям английского языка учащихся общеобразовательных школ на основе информационных технологий: Автореф. дисс... д. пед. наук. – Ташкент, 2017. – 140 с.; Jalolov J.J., Mahkamova G.T., Sh.S.Ashurov. English Language Teaching methodology. – Tashkent: Fan va texnologiya, 2015. – 336 p.; Махкамова Г.Т. Идея прогрессивизма в обучении языку специальности // Бўлажак чет тил ўқитувчисини йўналтириш технологияси: илмий-амал. конф. материал – Т., 2009. – С. 45-150; Сатторов Т.Қ. Бўлажак чет тили ўқитувчисининг услубий омилкорлигини шакллантириш технологияси. – Т.: ТДЮИ, 2003. – 192 б.; Маматкулов Х.А. Педагогларда хорижий тиллар бўйича касбий компетентликни ривожлантиришнинг ахборот-методик таъминотини такомиллаштириш: Дисс. …автореф. пед.фан. бўйича фалсафа док. – Т., 2017.– 46 б.; Соловова Е.Н. Методика обучения иностранным языкам: базовый курс лекций. Пособие для студентов пед. вузов и учителей/ Соловова Е.Н. – изд. 4-е. – М.: Просвещение, 2006. – 239 с.; Пассов Е.И. Коммуникативный метод обучения иноязычному говорению. – 2-е изд. – М.: Просвещение, 1991. – 223 с. Попова А.В. Методика обучения технике чтения студентов на основе языковых мультимедийных программ: Дис. … канд. пед. наук. – Тамбов, 2015. – 168 с.; Gavin Dudeney & Nicky Hockly. How to teach English with technology. – England: Pearson Education Limited, 2007. – 194 p.

The methodological framework for teaching English collocations has been discussed by E.G. Borisova, N.N. Nuriddinov, M.K. Sharipov, M. Lewis, J. Bahns, A.M. Salem[4].

The methodology of teaching English through Corpus Linguistics has been researched by G.S. Sabirova, O.G. Gorina, P.V. Sisoev, V.P. Zakharov, S.Y. Bogdanova, M.S. Kogan, E.V. Kulikova, G.R. Bennett, L.Flowerdew, T. Johns[5].

Teaching English collocations through Corpus Linguistics has been investigated by J. Sinclair, S. Evert, K.A. Nikolaos, R.S.George, D. Gablasova, V. Brezina, and T. McEnery, S. Pawel[6].

The review of current literature reveals extensive research on teaching English collocations to ICT students through Corpus Linguistics conducted by specialists from foreign countries. However, in Uzbekistan, this area remains underexplored, with only a limited number of studies addressing the use of Corpus Linguistics for teaching English ICT collocations in higher education institutions.

Relevance of the research to the scientific research plans of the higher educational institution where the research study was conducted. The research study was conducted within the framework of scientific research of the "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University (TIIAME NRU) EnSPIRE-U-"English for Specific Purposes Integrated Reforms in Uzbekistan" (2015-2019).

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[4] Борисова Е.Г. Что такое коллокации и как их изучать // Московский университет. — Москва, 1995. — С. 75.; Nuriddinov.N.N. Fors tilida qo'shma so'z va so'z birikmalarining distinktiv belgilari: Fil.fan.nom.(PhD) ilmiy darajasini olish uchun yozilgan dissertatsiya. —T., 2020, 50-b.; Sharipov M.K. Hozirgi o'zbek tilida so'z birikmalari sintaksisi masalasi // Toshkent. — 1978. — 150 p.; Lewis M. Teaching Collocation: Further Developments in the Lexical Approach // Language Teaching Publications. — Hove, 2000. — 190 p.; Bahns J. Lexical collocations: a contrastive view // ELT Journal. — 1993. — Vol. 47, No. 1. — P. 56–63.; Ahmed Saeed Mater Salem. The Impact of Teaching Collocations on the Students' Abilities in Translation: Thesis. — Cairo, 2020. — 120 p.

[5] Сабирова Г.С. Методика обучения местоимениям английского языка учащихся общеобразовательных школ на основе информационных технологий: Автореф. дисс... д. пед. наук. – Ташкент, 2017. – 140 с.; Горина О.Г. Использование технологий корпусной лингвистики для развития лексических навыков студентов-регионоедов в профессионально-ориентированном общении на английском языке // Вестник Санкт-Петербургского университета. Серия 9. Филология. Востоковедение. Журналистика. — Санкт-Петербург: Санкт-Петербургский государственный университет, 2014. — 29 с.; Sisoev P.V. Linguistic Corpus in Teaching Foreign Languages. — Moscow: Publishing House, 2024. — 100 p.; Захаров В.П., Богданова С.Ю. Корпусная лингвистика: учебник для студентов направления «Лингвистика». — 2-е изд., испр. и доп. — СПб: СПбГУ, РИО филологического факультета, 2013. — 148 с.; Bennett G.R. Using Corpora in Language Learning Classroom//Corpus Linguistics for teachers//Michigan ELT , — 2010. — B.12-14. Kogan M.S., Kulikova E.V. Corpus as a resource for studying lexical and grammatical aspects of the English language for special purposes // IX International Scientific and Practical Conference "Translation. Language. Culture." (editor-in-chief L.V. Kotsyubinskaya) May 25, 2018 SPb.: Leningrad State University im. A.S. Pushkin, — 2018. — P. 97; Flowerdew L. Applying corpus linguistics to pedagogy: A critical evaluation // International Journal of Corpus Linguistics. — 2009. — Vol. 14. — P. 393–417.; Johns T. Chapter 2: Should you be persuaded: Two examples of data-driven learning // Classroom Concordancing. — Birmingham: ELR, 1991. — P. 1–13.

[6] Sinclair J. Corpus, Concordance, Collocation. — Oxford: Oxford University Press, 1991. — 200 p., Evert, S. Corpora and collocations // Institute of Cognitive Science. — Osnabrück: University of Osnabrück, 2007. — P. 1–35.; Nikolaos K.A., George R.S. From corpus-based collocation frequencies to readability measure. — 26 May 2014. — P. 1–20.; Gablasova D., Brezina V., McEnery T. Collocations in corpus-based language learning research: Identifying, comparing, and interpreting the evidence // The Journal of Language Learning. — 2017. — Vol. 67, No. S1. — P. 123–151.; Pawel S. Collocations, Corpora and Language Learning // Cambridge University Press. — Published online: 23 June 2023. — P. 1–18.

The aim of the research is to develop the methodology for teaching English ICT collocations to ICT students through Corpus Linguistics.

The tasks of the research are as follows:

identify collocation awareness of ICT students through the integration of Corpus Linguistics;

identify the most frequent cases of interference in the acquisition of English ICT collocations through comparison with Uzbek collocations;

identify the didactic characteristics and methodological functions of Corpus Linguistics (concordance and corpus manager), which develops students' ICT collocation awareness;

develop a model for teaching ICT collocations using data from Corpus Linguistics;

design receptive and productive exercises by using ICT collocations through corpora NOW;

justify the appropriateness and effectiveness of implementing the developed method and create didactic materials using Corpus Linguistics for ICT students.

The object of the study is the process of teaching English ICT collocations to ICT students through Corpus Linguistics.

The subject of the research focuses on the methods, interaction patterns (pair work, group work, individual work), and teaching English ICT collocations to ICT students through Corpus Linguistics.

The research methods applied in the study included analysis of State Educational Standards and Synthesis, comparative analysis of pedagogical experiments (pre-tests and post-tests), and mathematical-statistical analysis for the evaluation of statistical data.

The scientific novelty of the research is confirmed by the following:

lexical, grammatical, phonetic, syntactic, and semantic interference cases have been identified in teaching English ICT collocations to ICT students while comparing collocations in L2 and L1;

didactic characteristics and methodological functions of concordance and corpus manager, which promote ICT collocation awareness of ICT students, have been determined by analyzing features of Corpus Linguistics;

a model of teaching English ICT collocations to ICT students has been developed by Corpus Linguistics and integration of CLIL and DDL approaches to the teaching process;

ICT collocation awareness of ICT students has been enhanced through receptive and productive exercises based on the use of authentic materials available in the NOW corpus.

Practical outcomes of the research are as follows:

Corpus-based exercises were created for teaching English ICT collocations, enabling students to learn phrases in context, particularly in terms of using collocations accurately and fluently.

An innovative model has been developed for teaching English ICT collocations to students through Corpus Linguistics, aimed at enhancing ICT collocation awareness. This includes insights into the effectiveness of several

approaches, methods compared to traditional methods, new findings faced during implementation, and recommendations for students.

Lesson plans were developed to conduct lessons aimed at teaching ICT collocations. Lesson plans involve such steps as Corpus Linguistic data analysis, identification of relevant collocations, and designing instructional materials or activities based on the findings.

Manual titled "Cyber Age" has been published, in which the didactic and methodological functions of Corpus Linguistics are examined. These manual materials are based on Corpus Linguistics data and involve collocational exercises.

Reliability of the research findings is ensured by using the relevant approaches and methods from official sources; thorough analysis of the documents regarding in teaching English ICT collocations to ICT students (State Educational Standards, curricula, and modules syllabi); the effectiveness of the developed teaching methodology, verified by methods of mathematical-statistical analysis; and the validation of the research study findings by competent government bodies.

Scientific and practical significance of the research outcomes. The scientific significance of the research results is determined by providing theoretical justification for proper teaching English ICT collocations including the principles and objectives at the higher education level; identification of interlanguage interference through a comparative analysis of collocations in English and Uzbek languages, as well as by justifying the application of Corpus Linguistics in teaching English ICT collocations.

The practical significance of the research lies in enriching the educational materials for English language teaching in higher educational institutions, further enhancing the educational process, and improving the efficiency of material assimilation through the integration of information technologies.

Implementation of the research results. The results of the scientific research work on the methods of teaching English collocations to ICT students by means of Corpus Linguistics have been introduced and tested in the following higher educational establishments:

lexical, grammatical, syntactic, and semantic interference cases have been identified in teaching English collocations to ICT students while comparing ICT collocations in L2 and L1 and have been included in the manual "Software Development" (certificate issued by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan Reference No. 418-126. August 14.2020). As a result, it improved ICT students' master English ICT collocations in L2;

didactic characteristics and methodological functions of concordance and corpus manager, which promote collocation awareness of ICT students, have been determined by analyzing features of Corpus Linguistics and have been used in the project F3-XT-20200930404 "Theoretical and methodological foundations for the creation of intelligent software and technical systems for digital signal and image processing in piecewise-polynomial bases (No.

4003/05-2 of Tashkent University of Information Technologies named after Muhammad al Khwarizmi 10.11.2024).” The scientific research results indicate that ICT students have enhanced their skills in utilizing Corpus Linguistics and their knowledge of computer literacy;

a model of teaching English collocations to ICT students has been developed by Corpus Linguistics and integration of CLIL and DDL approaches to the teaching process have been included in the manual “Cyber Age” (certificate issued by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan No.1023-051 “Permission to publish textbooks”). As a result, the manual has contributed to the development of the communicative competencies of ICT students;

receptive and productive exercises focused on teaching English ICT collocations through Corpus Linguistics which improve ICT students' collocation awareness have been experimented with in higher educational institutions of Tashkent city, Fergana, Samarkand regions (Tashkent University of Information Technologies named after Muhammad al Khwarizmi, TUIT Fergana branch, TUIT Samarkand branch No 09-13-874 as of March 18, 2024). Implementation of the suggested method raised the level of learning and practical usage of ICT collocations spoken and written speech. Thus, the experimental results proved to be effective.

Approbation of the research results. The results of the research study have been discussed at 10 conferences including 6 international conferences organized outside the Republic of Uzbekistan and 4 local conferences.

Publication of research results: In total, 15 papers on the research topic have been published. Out of them, 2 manuals were published in “Aloqachi-2020”, 13 research articles from these 3 were published in the journals recommended by the Supreme Attestation Commission of the Republic of Uzbekistan, and 10 scholarly papers were published in international journals.

Thesis volume and structure: The thesis consists of an introduction, three chapters, a conclusion, a reference list, and appendices. The volume of the thesis is 151 pages.

MAIN CONTENT OF THE DISSERTATION

The **introduction** justifies the relevance and demand for the research topic, demonstrating its alignment with priority areas of science and technology development. The extent of the problem's study is illuminated, and the aim, objectives, and methods of the research are determined. The object and subject of the research are defined, and the scientific novelty and practical significance of the work are indicated. The reliability of the obtained results is justified, and information about the implementation into practice, validation of research results, published works, dissertation structure, and scope is provided.

In the first chapter of the dissertation, titled **“Theoretical principles and challenges of teaching English ICT collocations to ICT students”,** a scholarly analysis of a large part of the research is conducted. This analysis focuses on the

peculiarities, history, and stages of development of teaching ICT collocations in the general education system. It also covers theoretical aspects (general principles, linguistic features, and the types of ICT collocations) of teaching ICT collocations. Additionally, it addresses the specific challenges and considerations associated with teaching collocations to students in the ICT field.

Furthermore, we have explored the linguistic features of collocations in English. Collocations are defined by linguistic scientists as a combination of two distinct words that have the capacity to express and represent single complex meanings, are syntactically organized, and are integrated into phrases, sentences, etc. Moreover, collocations are frequently used together in a language, forming a natural and predictable word pairing. These words tend to "collocate" with each other, meaning they are commonly found together and sound correct or familiar to native speakers.

In spite of this, in chapter I, collocations in English and in Uzbek are comparatively analyzed and this provides an opportunity to identify similarities and differences between them. While learning a foreign language, there may be both positive and negative effects of the native language on the learning process. In the first case is transposition, and the second – interference. According to M. Dzhusupov transposition is the positive transfer of skills from one language into another in terms of linguistic structure of formation as well as meaning[7]. To provide an example of the transposition, syntactically some ICT collocations are easy to perceive by the students as a word order of both English and Uzbek languages in such case is similar. For example:

USB cabel – USB kabel, battery charger – battareya quvvatlagich.

When it comes to interference, it has been considered in the works of a number of scientists. The concept of language interference was first introduced and analyzed by Uriel Weinreich, a linguist and sociolinguist, in his influential work "Languages in Contact" (1953). Weinreich was one of the first to systematically study the phenomenon of bilingualism and its effects on language learning. In his research, Weinreich defined language interference as the transfer of elements from one language to another, which may lead to errors or changes in the language being learned.

Interference affects all levels of the language system including phonetic, lexical, grammatical, syntactic, semantic etc. interference.

First and foremost, we can observe **phonetic interference** in students' speech while using ICT collocations in their speech. As E. Budnik states, phonetic interference is a violation (distortion) of the foreign language system and its norm as a result of interaction between phonetic systems or pronunciation standards of two or more languages in the consciousness of a speaker.

For instance, a collocation "advanced technology" is used in Uzbek students' speech incorrectly as [əd'vɑːnst tɛk'nɒlədʒi] instead of [əd'vɑːnst tɛx'nɒlədʒi] and

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[7]Сабирова Г.С. Методика обучения местоимениям английского языка учащихся общеобразовательных школ на основе информационных технологий: Автореф. дисс... д. пед. наук. – Ташкент, 2017. – 28 с.

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so on.

When it comes to **lexical interference**, according to our perspectives, lexical interference involves the effects of lexemes of L1 in a foreign language.

For example: Uzbek students mostly say "to enter website" instead of "to access website" or "use the internet" instead of "surf the internet".

By **grammatical interference**, we refer to those situations of contact in which L1 impacts another language beyond the level of simple lexical exchange, with a potential impact on the structural layers of the target language[8]. To illustrate this, an interesting case is that Uzbek learners confuse -ing, and -ed adjectives formed from verbs with the verb forms or participles and ignore them by changing with another word form. Given the fact that the collocation "searching engine" ("qidiruv dasturi"), which consists of adjective + noun components in both languages, is mostly uttered as "search engine" as a noun + noun collocation or "attached document" ("o'rnatilgan hujjat") as "attach document".

Syntactic interference occurs when constructing sentences in one language and absorbing the structure system of another language[9]. In English changing the order of words in a collocation affects grammatical meaning but in Uzbek, it does not change the grammatical meaning in most cases.

For instance: to fill an online application is a collocation but to fill an application online is a predicative.

Semantic interference stands for the phenomenon where the activation of semantic information hinders or facilitates the retrieval of the correct word during language production[10]. To show an example, the set of English ICT collocations such as "bus system", "star system", "ring system" and "mesh system" are comprehended differently by Uzbek students, owing to their semantic distinction in Uzbek language. The word "bus" in Uzbek means "avtobus" – a type of a public transportation and can be interpreted by its referential meaning as "avtobus tizimi" incorrectly.

Overall, the theoretical principles and challenges of teaching English ICT collocations to students highlight the importance of language proficiency in specialized fields.

In the second chapter of the dissertation, titled **"Methodology of teaching English ICT collocations to ICT students through Corpus Linguistics"**, scholarly analysis and the importance of Corpus Linguistics in teaching English ICT collocations are revealed.

CL is a collection of authentic texts collected in a single system according to certain characteristics (language, genre, period of creation of the text, author, etc.), adapted to the information-search system and serves to create information about

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[8] Giusfredi F., Pisaniello V. Contacts of Languages and Peoples in the Hittite and Post-Hittite World: Vol. 4. — Leiden; Boston: Brill, 2023. — 396 p.

[9] Tia M., Jufrizal. L1 Syntactic Interference in ESP Students' Writing Assignments. — Padang: Universitas Negeri Padang, 2020. — 166 p.

[10] Scherpenberg C. Semantic Context Effects on Language Production in Neurotypical Speakers and People with Aphasia: Dissertation. — Leipzig: Universität Leipzig, 2021. — 16 p.

the language and to determine how the language is used. Furthermore, didactic characteristics and methodological functions of Corpus linguistics in teaching English ICT collocations to students are determined. The effective tools for studying ICT collocations through CL are concordance and corpus manager which have clarified the following didactic characteristics and methodological functions of CL.

The didactic characteristics and methodological functions of concordance in teaching English collocations include:

Table 1.

Didactic characteristics and methodological functions of concordance in teaching English ICT collocations

№	Didactic characteristics of concordance in teaching English ICT collocations	Methodological functions of concordance in teaching English ICT collocations
1.	Authenticity	It helps expose students to genuine examples of ICT collocations as they appear in natural language, enhancing their understanding and usage.
2.	Relevance	By selecting concordance lines from relevant texts, teachers can focus on ICT collocations that are applicable to the student's field of study, professional interests, or daily life.
3.	Focus on meaning and usage	Students not only learn the words but also how they combine with other words to convey specific meanings and nuances.
4.	Developing language awareness	This awareness contributes to improved language proficiency and allows students to make informed choices in their own language use.
5.	Independent learning	They can use concordance tools and databases to explore language patterns on their own, promoting self-directed learning and language exploration outside the classroom.
6.	Corpus linguistics integration	Teachers can integrate corpus-based activities into the curriculum, exposing students to a broader range of languages and promoting a data-driven approach to language learning.

As previously mentioned, concordance is akin (similar)to linguistic search engines, and a similar function is performed by corpus managers. Here are some didactic characteristics and methodological functions of using a corpus manager in teaching English ICT collocations:

Table 2.
Didactic characteristics and methodological functions of corpus manager in teaching English ICT collocations

№	Didactic characteristics of corpus manager in teaching English ICT collocations.	Methodological functions of corpus manager in teaching English ICT collocations
1.	Data-driven exploration	This helps students see how words naturally collocate in different contexts.
2.	Contextual understanding	This helps students grasp the nuances and subtleties of ICT collocation usage.
3.	Frequency analysis	This information helps students prioritize and focus on high-frequency collocations that are more likely to be encountered in various contexts.
4.	Customization	This flexibility allows for using exercises and activities that meet the unique needs of the students.
5.	Learner autonomy	This promotes self-directed learning, enabling students to take control of their language acquisition process.
6.	Integration with other language skills	It can be integrated into various language skills such as reading, writing, listening, and speaking.

Moreover, technology of teaching English ICT collocations to students through Corpus Linguistics is created by relying on the objectives of the research study. It focuses on improving students' collocational awareness, teaching the structure and usage of ICT collocations, and ensuring their accurate and fluent application in both written and spoken English. This approach integrates Data-driven learning and Inductive methods, grounded in the principles of effective language teaching and contextual learning.

The technology also focuses on enhancing students' spoken fluency by incorporating ICT collocations into everyday English speech. Through data-driven exercises and real-time language examples from corpora, students practice using ICT collocations in conversations, presentations, and discussions, improving both accuracy and fluency. Approaches such as Content and Language Integrated Learning (CLIL) and Data-Driven Learning (DDL) are applied to create an immersive and interactive learning environment. The advantages of incorporating Data-Driven Learning (DDL) in teaching English ICT collocations to students through the NOW corpus are numerous and impactful, providing both linguistic and cognitive benefits. These advantages include:
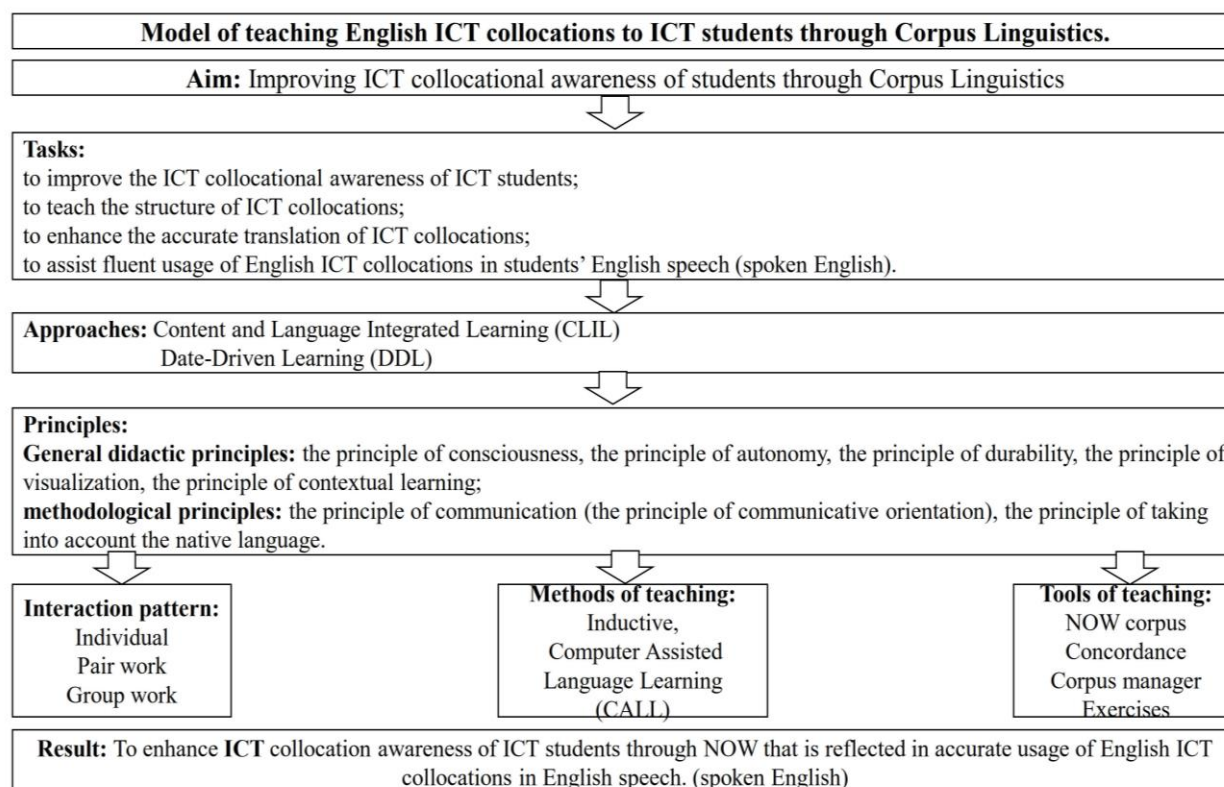
Table 3.

The advantages of incorporating DDL in teaching English ICT collocations to students through NOW

№	Advantages	Functions
1.	Authentic Language Exposure	DDL allows students to work with real-world data, exposing them to how ICT collocations are naturally used in authentic contexts. This approach ensures that students learn language patterns that are relevant to their field, as opposed to relying on artificial or textbook examples.
2.	Student-Centered Discovery	DDL encourages a hands-on, discovery-based learning approach. Students actively analyze language data from corpora, enabling them to notice patterns, structures, and frequency of ICT collocations. This method promotes deeper learning and retention because students derive the rules themselves rather than passively receiving information.
3.	Personalized Learning	With DDL, students can investigate specific ICT topics or areas of interest. This flexibility allows them to focus on the collocations most relevant to their needs and professional goals, fostering a more personalized learning experience.
4.	Increased Autonomy	DDL fosters learner independence by providing students with the tools and skills to analyze language on their own. As they interact with corpora, they develop critical thinking and analytical skills that empower them to study collocations independently beyond the classroom.
5.	Improved Accuracy and Fluency	By analyzing authentic data, students gain a more precise understanding of how ICT collocations function, leading to more accurate and fluent usage. DDL helps students avoid common errors by learning the correct collocations directly from authentic examples.

Didactic principles, such as the principle of consciousness (making students aware of language patterns), autonomy (promoting independent learning), durability (ensuring long-term retention), visualization (using visual tools for better understanding), and contextual learning (teaching collocations in meaningful, ICT-relevant contexts), form the foundation of this teaching technology. Additionally, communicative orientation ensures that the focus remains on practical language use while taking into account the students' native languages helps mitigate interference, and supports a smooth transition to English usage. These principles ensure that students not only learn language patterns but also acquire the skills necessary to use them confidently and correctly in both academic and professional contexts.

Table 4.

Model of teaching English ICT collocations to ICT students through Corpus Linguistics

Model of teaching English ICT collocations to ICT students through Corpus Linguistics.
Aim: Improving ICT collocational awareness of students through Corpus Linguistics
Tasks: to improve the ICT collocational awareness of ICT students;   to teach the structure of ICT collocations;   to enhance the accurate translation of ICT collocations;   to assist fluent usage of English ICT collocations in students' English speech (spoken English).
Approaches: Content and Language Integrated Learning (CLIL)   Date-Driven Learning (DDL)
Principles: **General didactic principles:** the principle of consciousness, the principle of autonomy, the principle of durability, the principle of visualization, the principle of contextual learning;   **methodological principles:** the principle of communication (the principle of communicative orientation), the principle of taking into account the native language.

Interaction pattern: Individual Pair work Group work	**Methods of teaching:** Inductive, Computer Assisted Language Learning (CALL)	**Tools of teaching:** NOW corpus Concordance Corpus manager Exercises

Result: To enhance **ICT** collocation awareness of ICT students through NOW that is reflected in accurate usage of English ICT collocations in English speech. (spoken English)

The essential part of this research paper is the design of exercises based on teaching English collocations to ICT students through Corpus Linguistics. Considering the underdevelopment of the system of exercises in teaching English collocations to ICT students through NOW, within the framework of the dissertation research, we have developed a series of exercises to teach this language material. Based on the fundamental works of P.V.Sisoyev, T.A.Chernyakova, and A.Y.Ryazanova within the scope of this research, we have developed a series of receptive and productive exercises[11]. Receptive exercises contribute to the formation of skills in recognizing and understanding English collocations while doing reading exercises. Receptive exercises contribute to the formation of skills in recognizing and understanding English collocations while doing reading exercises. Productive exercises involve the manipulation of collocations and their production in English speech, relying on speech patterns.

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[11] Сысоев П.В. Лингвистический корпус в методике обучения иностранным языкам // Язык и культура. — Москва, 2013. — № 4. — С. 99–111.; Чернякова Т.А. Использование лингвистического корпуса в обучении иностранному языку // Язык и культура. — Москва, 2011. — № 4. — С. 127–132.; Рязанова Е.А. Методика формирования грамматических навыков речи студентов на основе лингвистического корпуса (английский язык, языковой вуз): Автореф. дис. … канд. пед. наук. — Москва, 2012. — 25 с.
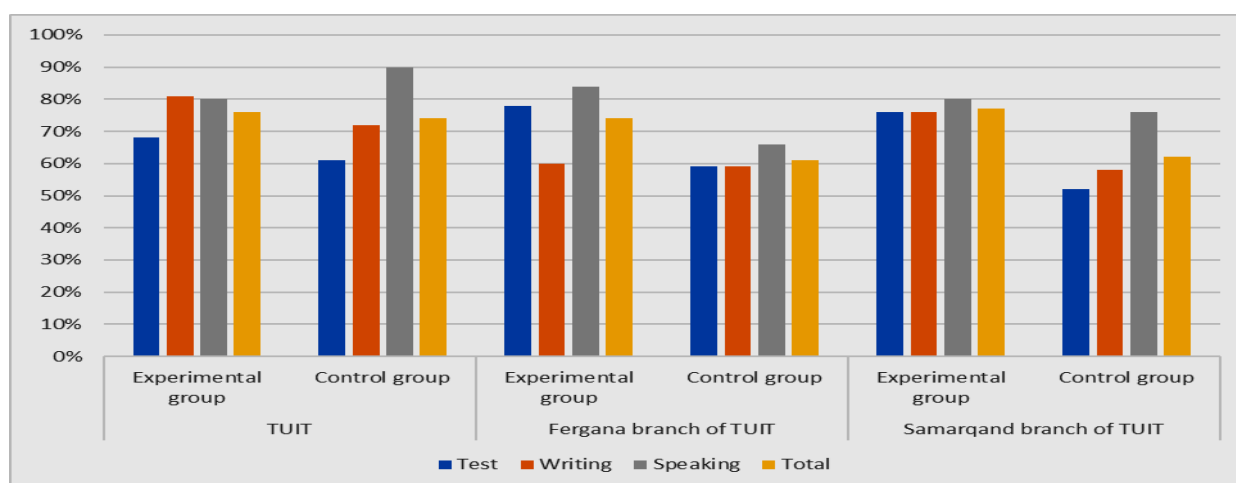
Table 5.
Typology of exercises for teaching English ICT Collocations to students based on NOW

Receptive Exercises	Complete sentences with appropriate ICT collocations derived from the NOW.
	Analyze ICT-related texts from the NOW to identify common collocations in the field.
	Match the sentence beginnings (1-8) with the correct endings(a-h) and discuss the meaning of collocation with your partner which is given in the context.
	Find the correct form of collocation and put in order to the given box.
Productive Exercises	Write short paragraphs or explanations using the learned ICT collocations.
	Engage in pair or group discussions, using ICT collocations in conversations.
	Work in pairs or small groups. Make up a situation by using these collocations.

The third chapter of the dissertation **"Experimental research study and their analysis"** describes the methodology of conducting research, its main stages, as well as the results of the analysis of experimental study and their statistical analyses. The experimental study consists of the following stages: diagnostic, organizational, final.
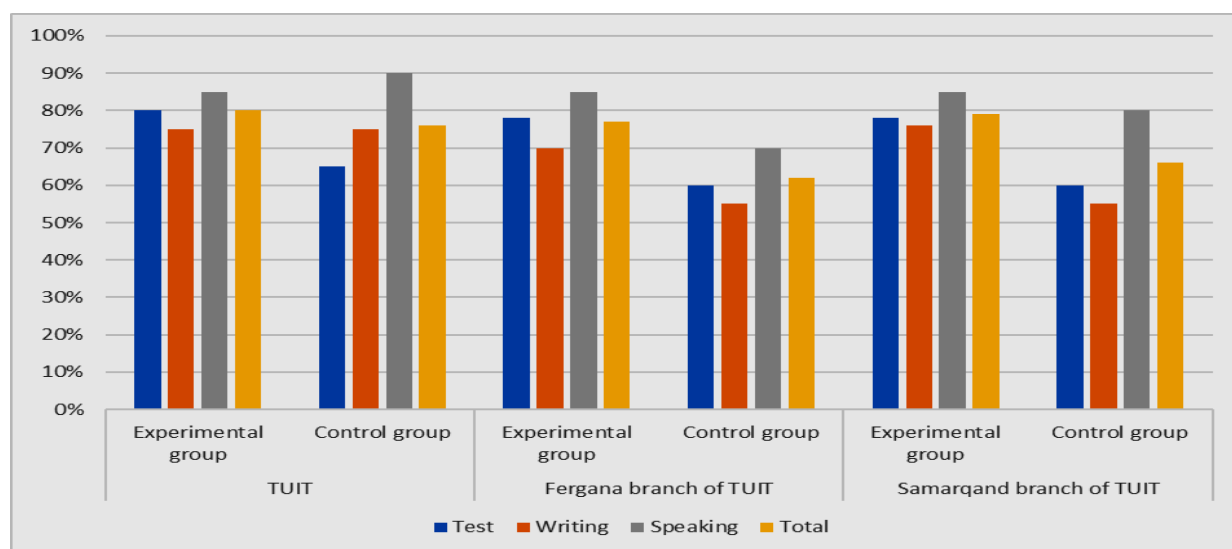
During the diagnostic stage (academic years 2018-2019, 2019-2020, 2020-2021), scientific literature on the research topic was studied, and methods for teaching English collocations to ICT students through Corpus Linguistics were outlined. In the field of TEFL, the pre-test was conducted with the objective of evaluating the current state of teaching English collocations related to ICT (Information and Communication Technology) in an objective and subjective manner.

Picture 1. The percentage of primary analysis pre-test that assesses students' proficiency in understanding ICT collocations in English.

During the organizational stage, the research tools (i.e., post-test materials) were designed, the participants of the study were identified, and steps of the experimental research were outlined during the academic years 2021-2022, 2022-2023 and 2023-2024. Moreover, we initiated an experimental study aimed for first-year students enrolled at Tashkent University of Information Technologies (TUIT) and its associated branches: Fergana branch of TUIT, and Samarqand branch of TUIT. The primary objective of this research study was to implement and evaluate our proposed methodology for teaching ICT collocations in English through Corpus Linguistics.

In the final stage, students underwent the post-test to assess their mastery of the knowledge acquired from all exercises and activities. Based on the results obtained, areas of difficulty were identified in terms of improvement indicators for all sections of ICT collocations in English. Furthermore, the analysis of the results obtained during the experimental study was undertaken, the conclusions were made, and recommendations based on the results were provided (see the next section of this chapter). Based on the mathematical-statistical analysis conducted on the pre-test and post-test scores for the experimental and control groups in each region (TATU, Fergana branch of TUIT, Samarqand branch of TUIT), it appears that the experimental group, which received instruction through the new methodology (Corpus Linguistics), generally outperformed the control group across different types of assignments.

Picture 2. The percentage result of the final comparative analysis post-test assesses students' proficiency in understanding ICT collocations in English.

Based on the analysis of the data, it can be observed that the experimental group generally showed better results than the control group in both the pre-test and post-test results for all types of assignments. The largest improvement was seen in the total score for the experimental group from pre-test to post-test (+16%), indicating that the intervention had a positive impact on students' proficiency in understanding ICT collocations in English.

Conclusion

The conducted scientific-methodological research study allowed to formulate the following conclusions:

1. The integration of Corpus Linguistics into teaching English collocations to ICT students presents an effective approach to enhancing their collocation awareness. This method leverages real-life language use, providing students with authentic examples and contextualized learning opportunities that are crucial for mastering collocations.

2. Lexical, grammatical, phonetic, syntactic, and semantic interference cases were identified in teaching English ICT collocations to ICT students while comparing collocations in L2 and L1. Identification of the most frequent cases of interference in the acquisition of English ICT collocations by ICT students can led to determining the weak point of using collocations in L2 and appropriate approaches in the teaching process.

3. The didactic characteristics (authenticity, relevance, variety of contexts, independent learning, CL integration, date-driven exploration) and methodological functions (enhancement of students' understanding and usage of collocations, focus on collocations to the student's field of study, professional interests, combination with other words to convey specific meanings, promotion self-directed learning) of Corpus Linguistics greatly contribute to the promotion of collocation awareness of ICT students. By utilizing Corpus Linguistics data analysis and language learning tools, students are able to identify and understand the subtle examples of collocations in their field of study, ultimately enhance their language skills and communication abilities.

4. A model of teaching English ICT collocations to ICT students has been developed by integration of Corpus Linguistics, CLIL, and DDL approaches to the teaching process. This model provides a structured and effective method for enhancing language learning and collocation awareness in the context of information and communication technology. By implementing these innovative techniques, teachers can facilitate a deeper understanding and retention of collocations, ultimately improving the language skills of their students in the field of ICT.

5. It can be observed that the most frequent didactic principles that are essential in designing effective educational materials include the principles of consciousness, autonomy, durability, visualization, and contextual learning. These principles can lead to the importance of engaging learners actively in the learning process, promoting independence and self-regulation, ensuring long-term retention of knowledge, incorporating visual aids for better understanding, and relating new information to real-life contexts. Moreover, methodological principles such as the principle of communication and taking into account the native language are equally crucial in promoting effective learning. These principles underscore the

significance of clear and effective communication between teachers and students, as well as the importance of considering learners' backgrounds and linguistic abilities in the design of educational materials.

6. Receptive (complete sentences, matching words with an appropriate definition, choose the correct collocations, put these collocations into the correct column) and productive (make up sentences with following collocations, make up a situation by using these collocations, define the given collocations from the picture below) exercises focused on teaching English ICT collocations through NOW improve ICT students' collocation awareness.

7. The experimental study provides compelling evidence of the efficiency of teaching ICT collocations in English through Corpus Linguistics. The positive outcomes observed in terms of improved post-test scores highlight the potential of this innovative methodology in enhancing language learning and comprehension of collocations in the field of Information and Communication Technology. The findings of this study have implications for teaching practices, suggesting that incorporating Corpus Linguistics into Teaching English as a foreign language can enhance students' collocation awareness.

НАУЧНЫЙ СОВЕТ PhD.03/30.05.2024.Ped.10.07 ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ НАЦИОНАЛЬНОМ ИССЛЕДОВАТЕЛЬСКОМ УНИВЕРСИТЕТЕ "ТАШКЕНТСКИЙ ИНСТИТУТ ИНЖЕНЕРОВ ИРРИГАЦИИ И МЕХАНИЗАЦИИ СЕЛЬСКОГО ХОЗЯЙСТВА"

НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ "ТАШКЕНТСКИЙ ИНСТИТУТ ИНЖЕНЕРОВ ИРРИГАЦИИ И МЕХАНИЗАЦИИ СЕЛЬСКОГО ХОЗЯЙСТВА"

БАРНОЕВА НИЛУФАР ЁКУБОВНА

МЕТОДИКА ОБУЧЕНИЯ АНГЛИЙСКИМ КОЛЛОКАЦИЯМ СТУДЕНТОВ НАПРАВЛЕНИЯ ИКТ С ИСПОЛЬЗОВАНИЕМ КОРПУСНОЙ ЛИНГВИСТИКИ

13.00.02 – Теория и методика обучения и воспитания (английский язык)

АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по педагогическим наукам

Ташкент – 2025

Тема диссертации доктора философии (PhD) по педагогическим наукам под за В2024.2.PhD/Ped7421 зарегистрирована в Высшей Аттестационной комиссиий при Минестерстве высшего образования, науки и инноваций Республики Узбекистан

Диссертация выполнена в Национальном исследовательском университете "Ташкентский институт инженеров ирригации и механизации сельского хозяйства".

Автореферат диссертации размещён на трёх языках (узбекский, английский, русский (резюме)) на веб-странице Национального исследовательского университета "Ташкентский институт инженеров ирригации и механизации сельского хозяйства" (www.tiiame.uz) и на Информационно-образовательном портале «ZiyoNet» (www.ziyonet.uz).

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Защита диссертации состоится «_____» _____ 2025 года в _____ часов на заседании Научного совета PhD.03/30.05.2024.Ped.10.07 при Национальном исследовательском университете "Ташкентский институт инженеров ирригации и механизации сельского хозяйства". (Адрес: 100000, г. Ташкент, Мирзо Улугбекский район, ул. Кары-Ниязи, 39. Тел.: (99871) 237-46-68, факс: (99871) 237-19-36; e-mail: devon@tiiame.uz, admin@tiiame.uz, tiiame@exat.uz).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Национального исследовательского университета "Ташкентский институт инженеров ирригации и механизации сельского хозяйства" (зарегистрирована за № _____). (Адрес: 100000, г. Ташкент, Мирзо Улугбекский район, ул. Кары-Ниязи, 39. Тел.: (99871) 237-46-68 , факс: (99871) 237-19-36).

Автореферат диссертации разослан «____» _____ 2025 года.
(Реестр протокола рассылки №____ от «____» _____ 2025 года)

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования – разработка методики преподавания английских коллокаций в сфере ИКТ студентам, специализирующимся на информационно-коммуникационных технологиях, с использованием методов корпусной лингвистики (Corpus Linguistics).

Объектом исследования является процесс обучения студентов в сфере ИКТ английским коллокациям с помощью корпусной лингвистики.

Предмет исследования сосредоточен на методах, формах взаимодействия (работа в парах, группах, индивидуальная работа) и преподавании английских ИКТ-коллокаций студентам в сфере ИКТ через корпусную лингвистику (Corpus Linguistics).

Методы исследования, применяемые в работе, включают: анализ государственных образовательных стандартов и синтез, сравнительный анализ педагогических экспериментов (предварительное и итоговое тестирование), а также методы математико-статистического анализа для оценки статистических данных.

Научная новизна исследования заключается в следующем:

были выявлены случаи лексической, грамматической, фонетической, синтаксической и семантической интерференции при обучении английским ИКТ-коллокациям студентам, обучающимся в сфере ИКТ, основанные на сравнении коллокаций в родном и иностранном языках;

определены дидактические характеристики и методологические функции корпусной лингвистики, способствующие развитию осведомленности студентов о коллокациях в сфере ИКТ;

разработана модель обучения английским коллокациям в сфере ИКТ с использованием корпусной лингвистики и интеграцией подходов CLIL (Content and Language Integrated Learning) и DDL (Data-Driven Learning);

разработаны рецептивные и продуктивные упражнения, направленные на обучение английским коллокациям в сфере ИКТ через корпусную лингвистику NOW, способствующие улучшению осведомленности студентов о коллокациях.

Внедрение результатов исследования. Результаты научно-исследовательской работы по методике преподавания английских коллокаций студентам направления информационно-коммуникационных технологий с использованием корпусной лингвистики были внедрены и апробированы в следующих высших учебных заведениях:

лексические, грамматические, синтаксические и семантические случаи интерференции были выявлены при обучении студентов ИКТ английским словосочетаниям путем сопоставления ИКТ-коллокаций в L2 и L1. Эти данные включены в учебное пособие «Разработка программного обеспечения» (справка № 418-126 Министерство высшего и среднего специального образования Республики Узбекистан от 14.08.2020). В результате это способствовало улучшению владения студентами ИКТ английскими коллокациями в L2;

на основе анализа особенностей корпусной лингвистики были определены дидактические характеристики и методические функции конкорданса и корпусного менеджера, способствующие развитию коллокационного осознания у студентов ИКТ. Эти результаты были использованы в проекте FZ-XT-20200930404 «Теоретико-методологические основы создания интеллектуальных программных и технических систем цифровой обработки сигналов и изображений в кусочно-полиномиальных основах» (справка № 4003/05-2 Ташкентского университета информационных технологий от 10.11.2024). Результаты научного исследования показывают, что студенты ИКТ улучшили свои навыки работы с корпусной лингвистикой и повысили уровень компьютерной грамотности;

модель обучения студентов ИКТ английским коллокациям была разработана с использованием методов корпусной лингвистики, а интеграция подходов CLIL и DDL в учебный процесс нашла отражение в учебном пособии «Cyber age» (справка № 1023-051 Министерство высшего и среднего специального образования Республики Узбекистан от 02.11.2019). Данное пособие внесло значительный вклад в развитие коммуникативной компетенции студентов ИКТ;

рецептивные и продуктивные упражнения, ориентированные на обучение английским ИКТ-коллокациям с использованием методов корпусной лингвистики и направленные на развитие коллокационной осведомленности студентов ИКТ, были внедрены и протестированы в высших учебных заведениях Ташкента, Ферганской и Самаркандской областей (Ташкентский университет информационных технологий имени Мухаммада ал-Хоразмий, Ферганский филиал ТУИТ, Самаркандский филиал ТУИТ справка № 09-13-874 от 18 марта 2024 года). Применение предложенной методики повысило уровень освоения и практического использования ИКТ-коллокаций как в устной, так и в письменной речи. Таким образом, экспериментальные результаты подтвердили ее эффективность.

Объем и структура диссертации. Диссертация состоит из введения, трех глав, заключения, списка литературы и приложений. Общий объем диссертации состоит из 151 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
LIST OF PUBLISHED WORKS
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ

I bo'lim (part I; часть I)

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10. Barnoyeva N.Y. Implementation of Corpus Linguistic Techniques to Identify Collocations. // "Integration of Information Technologies and Foreign

Languages in Globalization." Republic Scientific and Practical Conference. Tashkent-2019. – P.294-297.

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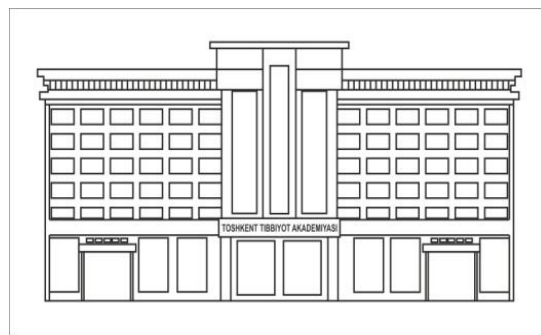
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M U H A R R I R I Y A T   V A   N A S H R I Y O T   B OʻL I M I