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Актуальные проблемы социальных и гуманитарных наук

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ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ 6 (4) - 2024

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймахамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Хожаев Азизхон Саидалохонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудири;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Рахман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич - юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Каюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохида Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна - педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васила Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Карамаддиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович –сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич –сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

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MUNDARIJA

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SCIENCE PROBLEMS.UZ

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THE ROLE OF CORPUS OF CONTEMPORARY AMERICAN ENGLISH (COCA) IN ENHANCING WRITING INSTRUCTION

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Abstract. The most challenging language skill for most EFL students is considered to be writing skill because of limitation of their vocabulary repertoire and their uncertainty regarding the use of more advanced vocabulary. This article explores experimental research on the applications of COCA in teaching writing, focusing on its role in enhancing vocabulary acquisition, improving grammatical accuracy, promoting genre-specific writing skills, and fostering overall writing proficiency.

Keywords: COCA corpus, lexical sophistication, writing instruction, EFL classes, collocability, KWIC.

YOZISH BO'YICHA KO'RSATMALARNI TAKOMILLASHTIRISHDA ZAMONAVIY AMERIKA INGLIZ TILI KORPUSINING (COCA) ROLI

Radjabova Gulnoza Giyosiddinovna
O'zDJTU, Ingliz tili nazariy aspektlari #1 kafedrasi katta o'qituvchisi

Annotatsiya. EFL talabalarining aksariyati uchun eng qiyin til mahorati ularning so'z boyligi repertuarining cheklanganligi va yanada rivojlangan so'z birikmalaridan foydalanishga nisbatan noaniqligi sababli yozish mahorati hisoblanadi. Ushbu maqola yozishni o'rgatishda Kokaning qo'llanilishi bo'yicha eksperimental tadqiqotlarni o'rganadi, uning so'z boyligini oshirish, grammatik aniqlikni oshirish, janrga xos yozish ko'nikmalarini targ'ib qilish va umumiy yozish qobiliyatini rivojlantirishdagi roliga e'tibor qaratadi.

Kalit so'zlar: COCA corpus, leksik murakkablik, yozma ko'rsatma, EFL darslari, kollokvium, kalit so'z kontekstga (KWIC).

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Introduction. The use of corpora in language teaching has gained prominence in recent years, with the Corpus of Contemporary American English (COCA) emerging as a particularly valuable resource. COCA, having been developed by Mark Davies at Brigham Young University, is a comprehensive and widely-used corpus containing over billion words of text from a variety of genres, including spoken language, fiction, popular magazines, newspapers, and academic texts [6, p. 467]. Therefore, in order to refine learners' writing quality, the experimental research with the use of the online Corpus of Contemporary American English (COCA) has been carried out among 50 3rd-year students from Uzbekistan State world Languages University

(UzSWLU)[1]. During the experimental study students were given writing task and exercises based on the usage of COCA. The results of this study are important as they suggest to EFL instructors that the COCA implementation can enhance students' writing skills via development of their vocabulary repertoire and the use of advanced structures. Additionally, there is value in integrating the COCA corpus into the writing curriculum as a dependable resource for expanding students' vocabulary and enhancing their lexical precision.

Traditional vocabulary instruction in Uzbekistan primarily emphasizes the presentation of the main meanings, part of speech, or, at best, a few example sentences. Due to a lack of language environment and sufficient input, students often understand the meaning of words but are unaware of their usage, grammatical construction, and semantic and pragmatic patterns [5, p. 14]. In short, students can recognize the meaning of words in context but do not know how to use them correctly and actively in spoken or written English, leading to disappointing outcomes despite significant effort.

The development of corpus linguistics has provided a breakthrough in this impasse. Corpus linguistics relies on data to analyze and understand how language is used by speakers. Large text collections reveal patterns in words, grammar, and discourse. According to N. B. Ataboev, the corpus is “a collection of collected and sorted texts, ordered by language, genre, author’s factor” which means that with the help of computers, these texts can be processed in seconds, especially when tagged for parts of speech or specific information [2, p. 38]. Romer (2009) asserts that “corpus linguistics can make a difference for language learning and teaching and that it has immense potential to improve pedagogical practice” [14, p. 84].

The benefits of using corpora are numerous. First, corpora provide access to authentic data and show frequency patterns of words and grammar constructions. These patterns can improve language materials or be used directly in teaching. Second, features unique to corpora, such as concordance and salience, help students notice and process words in chunks, which enhances their awareness of collocations and facilitates lexical output. Third, students’ observation, analysis, and interpretation of corpus data promote autonomy and offer opportunities to develop their cognitive skills [3, p. 83-86]. It also helps to renovate “teaching the Uzbek language as a foreign language (or as a second language) and to obtain a high-level qualification of learners”. [1, p. 132]. Thus, data-driven instruction helps learners build metalinguistic awareness, improve lexical output, and pursue autonomous study. Therefore, this paper aims to demonstrate how the Corpus of Contemporary American English (COCA) can be utilized in vocabulary instruction.

Methods. This experimental study used the features of online corpora related to lexical sophistication and integrated the Corpus of Contemporary American English (COCA) into the writing curriculum for the students of UzSWLU. COCA was selected for its substantial benefits, including being one of the largest online corpora and being user-friendly regardless of one's linguistic expertise. It provides a clear display of word frequency across five registers: spoken, news, academic, fiction, and magazine [4, pp.534-572]. Additionally, the corpus is tagged for parts of speech, allowing users to quickly find and verify the correct usage of target words. Specifically for this study, COCA aids UZSWLU learners in enhancing their lexical sophistication

[1] The experimental study was carried out in the first faculty of the English language, USWLU, among the 3rd year students majoring in 60111800 - Xorijiy til va adabiyoti (ingliz tili) (Foreign language and literature (English language)). Dalolatnoma (Act): June 30, 2022.

by comparing word frequencies and selecting low-frequency synonyms and more precise, sophisticated terms [4, p. 562].

After dividing 50 students into two groups, namely, into an experimental and control group, the students were suggested to take a pre-writing test. Analysis of the results illustrated no significant differences between the two groups (p=0.72). The next phase of the experimental study involved training the experimental group on how to use COCA [8, pp. 234-267]. There were two classes when various aspects, including COCA registration, word frequency across genres exploration, appropriate word collocations identification, word usage contexts comparisons, and Key Words in the Context (KWIC) inquiry, namely, the study of how words can be constructed into grammatically correct structures [15, p. 25-27]. The training involved watching instructional videos on each feature, followed by practical exercises focusing on modeling, rehearsal, and application [7]. These training sessions were integrated into the writing syllabus under the cohesion lesson. Initially, students learned about different types of grammar and lexical cohesive devices and their impact on writing quality [9, pp. 385-414]. The research then concentrated on three specific lexical cohesive devices: near synonyms, collocations, and word formation, as the inquiry types mentioned earlier can assist in identifying these devices accurately. Studies have shown that these lexical cohesive devices enhance the quality of English as a Foreign Language (EFL) writing [11, pp.149-161].

For example, the Figure 1 illustrates the process of selecting sophisticated words, specifically the search for the collocability of the noun ***"goal"*** with the synonyms of the verb ***"succeed".*** The fixed word "goal" is typed in the word bar, while "***succeed"*** is typed in the collocate bar. According to COCA's notation, the use of [=] a word helps to search for synonyms. The resulting table displays words that best collocate with ***"goal***," sorted by frequency of use from highest to lowest. The students then select the most contextually appropriate and sophisticated word. In this case, "***achieve***" (1890 occurrences) and "***accomplish***" (601 occurrences) are the best options, with "***accomplish"*** being the more sophisticated choice due to its lower frequency and greater precision.

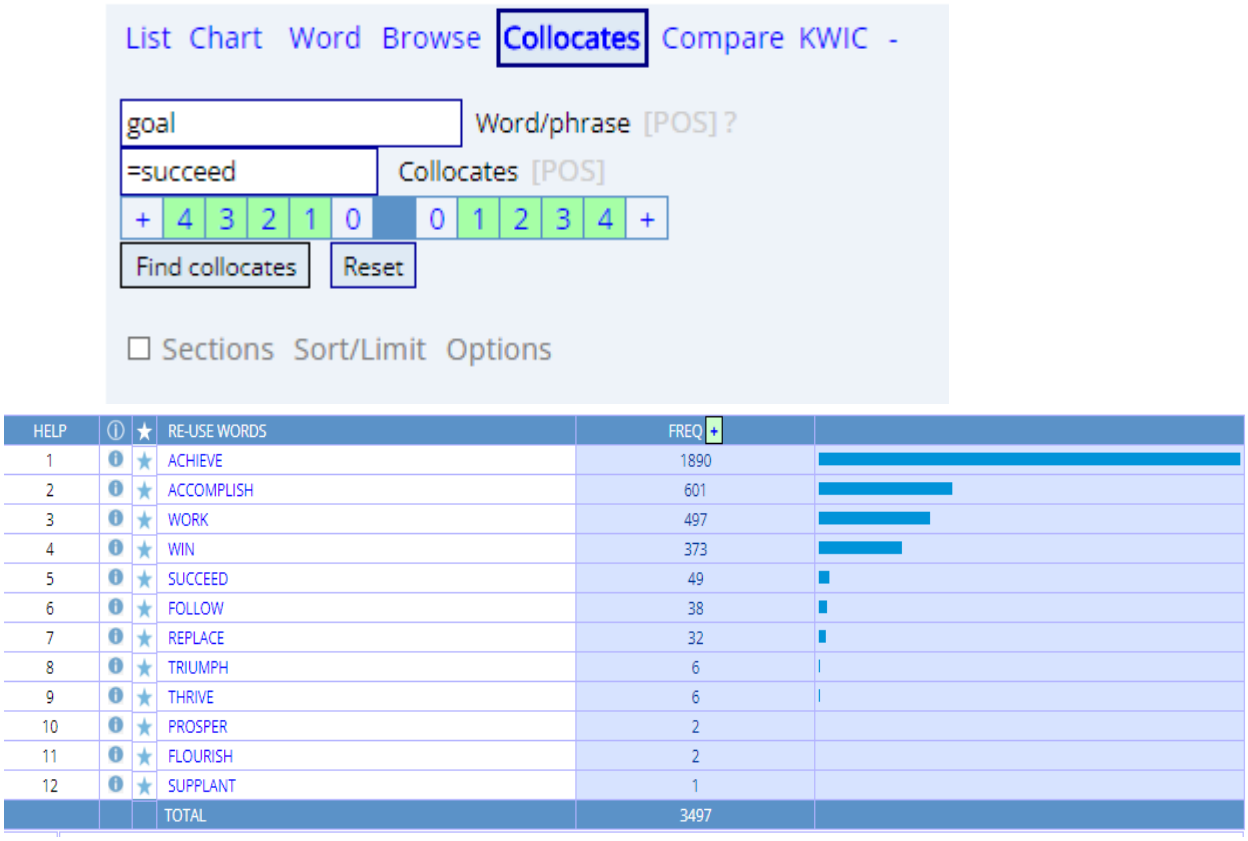

Figure 1. The process of searching the word collocability

Students were taught how to utilize the COCA corpus to search for synonyms, collocations, and various word forms, enabling them to choose more precise and sophisticated vocabulary. This approach aimed to enhance their writing with lexical diversity and sophistication while ensuring accuracy. Following the training phase, the experimental group applied the COCA corpus in their writing process for compare-contrast, cause-effect, and persuasion essays. Meanwhile, the control group continued with their regular English writing classes.

Both groups completed their initial and revised drafts in the lab. Observations revealed that the experimental group utilized the corpus more during the editing process than during the initial drafting. Their proficiency in using the corpus improved progressively across different writing types. At the end of the course, both groups underwent a post-test writing assessment.

The experimental study analyzed about 200 essays using an analytic writing rubric focusing on content, unity, sentence fluency, word choice, and mechanics. Writing outcomes were classified according to a standard grading scale. Essays produced during the intervention were categorized into compare-contrast, cause-effect, and persuasion types. The VocabProfile tool was employed to assess the lexical sophistication of both groups' word choices by comparing them against various word frequency lists [13, pp. 307-322]. The study utilized the COCA (25k) word level list developed by Davies (2010), which combines vocabulary lists from the COCA [6, pp. 447-464].

The list includes 25 levels of vocabulary sophistication. Levels 1 and 2 encompass the least sophisticated words, which are among the first 2,000 most commonly used words and are labeled as High Frequency Vocabulary (HFV) [10, pp.171-188]. Levels 3 to 9 contain more sophisticated words that are frequently used by native speakers and secondary students; these words are the focus of this study and are labeled as Mid Frequency Vocabulary (MFV) [16, pp. 484-503]. Levels 10 to 25 consist of the most sophisticated words, identified as Low Frequency Vocabulary (LFV) [12, pp.27-51]. These words are often technical and specific to certain disciplines, making them unlikely to appear in the academic writing of freshman students. The results for each word level are presented as percentage values.

For content analysis, three essays of varying performance levels were randomly selected from each rhetorical mode category. Poor and excellent essays were excluded due to their rarity or absence. The results are discussed in the subsequent section.

Results. COCA provides a rich source of authentic language examples, making it an excellent tool for vocabulary acquisition. Teachers can use COCA to help students identify and learn new words in context. For instance, students can search for a specific word or phrase and see how it is used in different contexts across various genres. This exposure to authentic usage helps students understand the nuances and connotations of words, enhancing their ability to use them appropriately in their writing.

In our experimental study VocabProfile tool for textual analysis was used. This tool shows not only the frequency level percentage but also provides a table of words used from each level. (See Table 1.) The qualitative findings revealed that the control group’s average essays included words only from the 2nd (HFV) and 3rd (MFV) levels. In contrast, the experimental group’s average essays contained words from the 3rd level and beyond (MFV). Additionally, the control group’s satisfactory performance essays featured lexical items from the 4th level, but this was limited to the compare-contrast and cause-effect corpus. These students also used synonyms and collocations from the 2nd and 3rd levels. Conversely, the experimental group’s satisfactory essays demonstrated the ability to use appropriate words from the 4th level and beyond. The control group’s very good essays included vocabulary from the 4th level and beyond, such as synonyms and collocations, but these were fewer compared to those in the experimental group's very good essays. Extracts from different rhetorical modes and writing performance levels are presented in Tables 1and 2, highlighting the differences in word choice sophistication between the two groups.

Level	TOTAL			UNIQUE		
	# words	%	cumul %	# words	%	cumul %
GSL 1k	247	75.3%	75.3%	132	65%	65%
GSL 2k	26	7.9%	83.2%	23	11.3%	76.4%
Total for GSL	273	83.2%	83.2%	155	76.4%	76.4%
AWL 1	0	0%	83.2%	0	0%	76.4%
AWL 2	2	0.6%	83.8%	2	1%	77.3%
AWL 3	1	0.3%	84.1%	1	0.5%	77.8%
AWL 4	2	0.6%	84.8%	2	1%	78.8%
AWL 5	1	0.3%	85.1%	1	0.5%	79.3%
AWL 6	0	0%	85.1%	0	0%	79.3%
AWL 7	1	0.3%	85.4%	1	0.5%	79.8%
AWL 8	0	0%	85.4%	0	0%	79.8%
AWL 9	1	0.3%	85.7%	1	0.5%	80.3%
AWL 10	0	0%	85.7%	0	0%	80.3%
Total for AWL	8	2.4%	85.7%	8	3.9%	80.3%
Proper nouns	1	0.3%	86%	1	0.5%	80.8%
Off-list	46	14%	100%	39	19.2%	100%
Numbers	2	/	/	2	/	/
Totals	330	100%	100%	205	100%	100%

Table 1. Number of words (total and unique) in each level for the controlled group.

Level	TOTAL			UNIQUE		
	# words	%	cumul %	# words	%	cumul %
GSL 1k	219	76.3%	76.3%	117	64.3%	64.3%
GSL 2k	12	4.2%	80.5%	12	6.6%	70.9%
Total for GSL	231	80.5%	80.5%	129	70.9%	70.9%
AWL 1	8	2.8%	83.3%	8	4.4%	75.3%
AWL 2	3	1%	84.3%	3	1.6%	76.9%
AWL 3	1	0.3%	84.7%	1	0.5%	77.5%
AWL 4	2	0.7%	85.4%	2	1.1%	78.6%
AWL 5	1	0.3%	85.7%	1	0.5%	79.1%
AWL 6	1	0.3%	86.1%	1	0.5%	79.7%
AWL 7	0	0%	86.1%	0	0%	79.7%
AWL 8	1	0.3%	86.4%	1	0.5%	80.2%
AWL 9	1	0.3%	86.8%	1	0.5%	80.8%
AWL 10	2	0.7%	87.5%	2	1.1%	81.9%
Total for AWL	20	7%	87.5%	20	11%	81.9%
Proper nouns	0	0%	87.5%	0	0%	81.9%
Off-list	36	12.5%	100%	33	18.1%	100%
Numbers	1	/	/	1	/	/
Totals	288	100%	100%	183	100%	100%

Table 2. Number of words (total and unique) in each level for the experimental group.

Our experimental study has shown that in classroom settings, students who regularly used COCA showed significant improvement in their vocabulary. By analyzing word frequency and collocations, students were able to learn which words commonly appear together and how they are used in different contexts. This not only expanded their vocabulary but also improved their ability to construct more natural and sophisticated sentences. Grammar is also a critical component of writing, and COCA can be a powerful tool for improving grammatical accuracy. Teachers can use COCA to create exercises that focus on specific grammatical structures, such as verb tenses, prepositions, or sentence patterns. By analyzing authentic examples from COCA, students can see how these structures are used in real-life contexts, which helps them understand and apply grammatical rules more effectively.

Discussion. The findings of this study highlight the multifaceted applications of COCA in teaching writing. By enhancing vocabulary acquisition, improving grammatical accuracy, promoting genre-specific writing skills, and fostering overall writing proficiency, COCA proves to be a valuable tool for language educators. The authentic language examples provided by the corpus enable students to engage with real-world language use, making their learning experience more relevant and effective.

One of the key strengths of COCA is its comprehensive and diverse collection of texts, which allows for a wide range of applications in writing instruction. However, it is important for teachers to guide students in effectively using the corpus. Students need to develop the skills to search for and analyze corpus data, which requires some initial training and practice. Teachers play a crucial role in facilitating this process and helping students make the most of the corpus.

Conclusion. Thus, this research investigated how an online corpus impacted the word selection and writing proficiency of UzSWLU students. The study involved incorporating the COCA into the writing curriculum of the 3rd year students of UzSWLU. Following training on utilizing the corpus, the experimental group employed it in drafting various types of essays in the writing classes. Results showed that students in the experimental group exhibited enhanced writing skills and used more advanced vocabulary from the Mid Frequency Level (MFV), which includes words commonly used by native adults or secondary students.

The study revealed a positive link between writing quality and lexical sophistication, emphasizing the importance of a rich vocabulary in effective writing. While the experimental group continued to demonstrate improved writing performance even after the corpus was removed, they used fewer High Frequency Vocabulary (HFV) terms and more MFV terms compared to the control group, though not significantly higher. This suggests that while sophisticated vocabulary is crucial for good writing, other linguistic factors also play a role.

In conclusion, the COCA corpus proves to be a valuable tool for enhancing students' word choice and improving writing quality. It is recommended to integrate COCA into EFL writing curricula. Future studies should consider exploring the long-term effects of using the COCA corpus on expanding students' sophisticated vocabulary range. The applications of the Corpus of Contemporary American English (COCA) for teaching writing are extensive and multifaceted. By providing authentic language examples, COCA enhances vocabulary acquisition, improves grammatical accuracy, promotes genre-specific writing skills, and fosters overall writing

proficiency. While there are challenges in integrating COCA into the classroom, the benefits for students' writing development are substantial.

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