

SCIENCE
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DOLZARB MUAMMOLARI**

№ 12 (4) - 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2024

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00-TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Xazratkulov Abror – tarix fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti.

Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy hodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00-IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b, Toshkent moliya instituti;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00-FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasi mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari bo'yicha falsafa doktori (PhD), dotsent, Buxoro davlat universiteti.

10.00.00-FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent, Samarqand davlat universiteti;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi.

12.00.00-YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Amirov Zafar Aktamovich – yuridik fanlar bo'yicha falsafa doktori (PhD), O'zbekiston Respublikasi

Sudyalar oliy kengashi huzuridagi Sudyalar oliy maktabi;

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Rahmatov Elyor Jumaboyevich - yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00-PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pyedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori, Iqtisodiyot va pedagogika universiteti;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna - pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00-PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo'limi psixologik xizmat boshlig'i.

22.00.00-SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00-SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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SHIFTING THE FOCUS OF CORPUS LINGUISTICS FROM RESEARCH TO CLASSROOM PRACTICE

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Abstract. This article explores the difficulties of applying corpus linguistic techniques, especially concordancing, in classroom settings. Although the application of corpora in linguistic research has demonstrated considerable promise, their incorporation into language education is still quite restricted. This paper provides a critical examination of evaluative studies regarding the direct application of corpora in educational contexts and assesses how well essential element, such as corpus data, analysis software, and user engagement which can be transferred from research environments to teaching scenarios. The research highlights major obstacles that hinder the use of corpus-based methods in language instruction and suggests approaches to encourage their broader implementation in mainstream education.

Keywords: corpus linguistics, concordancing, language education, transferability, authenticity, learner autonomy, language awareness.

KORPUS TILSHUNOSLIGINING YO'NALISHINI TADQIQOTDAN SINFLI AMALIYOTIGA O'TKAZISH

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Annotatsiya. Ushbu maqola korpus lingvistik uslublarini, ayniqsa, muvofiqlashtirishni sinf sharoitida qo'llashdagi qiyinchiliklarni o'rganadi. Garchi lingvistik tadqiqotlarda korpuslarni qo'llash katta istiqbollarni ko'rsatgan bo'lsa-da, ularni til ta'limiga kiritish hali ham juda cheklangan. Ushbu maqola korpusni bevosita ta'lim kontekstlarida qo'llash bo'yicha baholash tadqiqotlarini tanqidiy tekshirishni ta'minlaydi va korpus ma'lumotlari, tahlil dasturlari va tadqiqot muhitidan o'qitish stsenariylariga o'tkazilishi mumkin bo'lgan foydalanuvchi ishtiroki kabi muhim elementni qanchalik yaxshi baholaydi. Tadqiqotlar til o'qitishda korpusga asoslangan usullardan foydalanishga to'sqinlik qilayotgan asosiy to'siqlarni ta'kidlab, ularni umumiy ta'limda kengroq tatbiq etishni rag'batlantirish yondashuvlarini taklif qiladi.

Kalit so'zlar. korpus lingvistikasi, kelishuv, til ta'limi, o'tkazuvchanlik, haqiqiylik, o'quvchining avtonomiyasi, tilni bilish.

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Introduction

The use of corpora and concordancing tools has revolutionized linguistic research, offering powerful insights into language use through the analysis of authentic data. Early proponents of corpus linguistics, such as Johns [12, pp. 1-16] and Tribble [20, pp. 8-16], were

enthusiastic about its potential for language teaching. However, despite more than two decades of research and development, corpus-based approaches remain underutilized in mainstream language classrooms [17]. The gap between research and practice poses a significant challenge, and the transition from linguistic tools to educational resources is far from straightforward [8, pp. 45-67].

This article aims to address this gap by analyzing the transferability of corpus linguistic methods from research to classroom practice. A critical review of evaluative studies on the direct use of corpora in language education is followed by an analysis of the core components involved in the corpus investigation process – corpus data, analysis software, and the user. The study concludes with a discussion of key factors that hinder or facilitate the use of corpora in language teaching and learning, laying the groundwork for future research on promoting these methods in educational settings.

Methods

The Potential of Concordancing in Language Education

Early studies by Johns (1991) and Tribble (1990) highlighted the unique benefits of concordancing tools in language learning. Concordances present language data in a vertical, KWIC (Key Word in Context) format, allowing learners to observe patterns and authentic language use that might otherwise go unnoticed in traditional teaching materials [12, 20]. According to Tribble (1990), the ability to make “the invisible visible” through concordancing holds immense pedagogical potential [20, p. 16].

Despite the optimism of early advocates, the widespread adoption of corpus-based approaches in language education has been slower than anticipated. Farr [9, pp. 217-232] predicted that concordancing would soon have a significant impact on language teaching, while McEnery and Wilson suggested that corpora would naturally “percolate” into teaching practices [15, pp. 25-29]. However, as Braun [6, pp. 35-47] and Mukherjee [16, pp. 217-232] observed, corpus-based methods have yet to become mainstream in most educational settings.

Challenges in Transferring Corpus Tools to the Classroom

One of the main challenges in transferring corpus linguistic tools to the classroom is their origin as research tools rather than pedagogical resources [8]. Corpora and concordancers were designed for linguistic analysis, and their complexity can be overwhelming for both teachers and learners. The process of transforming these research tools into user-friendly educational resources requires careful consideration of their transferability to a pedagogical environment.

Several studies have examined the difficulties teachers face when incorporating corpora into their classrooms. Tribble [20] reflects that, despite efforts by researchers such as Johns and Aston, corpora remain largely underutilized in language teaching [2, pp. 3-12]. Mukherjee (2004) also notes that the extensive research output on corpus-based methods has not translated into widespread classroom practice, a phenomenon echoed by other scholars [16, pp. 221-237], [10, pp. 349-354].

Evaluative Studies on the Use of Corpora in Classrooms

To understand the effectiveness of corpus-based approaches in language education, a number of evaluative studies have been conducted. These studies focus on three main areas: the effectiveness of concordancing, learner strategies in using corpora, and teacher and learner responses to corpus-based teaching.

Effectiveness of Concordancing

Several quantitative studies have investigated the impact of concordancing on language learning outcomes. For example, Allan [1, pp. 289-312] and Chan & Liou [7, pp. 184-192] conducted pre- and post-tests to assess the effectiveness of concordance-based learning activities. Their findings suggest that concordancing can enhance vocabulary learning and, to a lesser extent, grammatical awareness. Boulton further explored the use of concordancing for grammatical language points, concluding that corpus-based approaches can complement traditional teaching methods [5, pp. 293-310].

However, despite these promising results, some studies highlight limitations in the effectiveness of concordancing. Stevens (1991), for instance, found that learners exposed to concordances did not consistently outperform those using traditional materials [19, pp. 287-300]. While concordances may provide valuable insights into language patterns, their usability in classroom settings remains a point of contention [18, pp. 92-103].

Learner Strategies and Responses

Learner strategies in using corpora have been a focus of several studies. Aston [1] and Bernardini [4, pp. 61-78] explored how learners engage with concordancing tools, noting that some learners struggle to interpret concordance data effectively. Kennedy & Miceli (2001) examined how learners develop strategies for using corpora, finding that experience and guidance play crucial roles in their ability to use corpus tools effectively [14, pp. 71-99].

Learner and teacher responses to corpus-based teaching have also been mixed. While some learners appreciate the autonomy and authenticity provided by corpora, others find the tools difficult to use [17, pp. 100-103]. Teachers, on the other hand, often express concerns about the time and effort required to integrate corpus tools into their lessons [11, pp. 145-160].

Transferability of Corpus Linguistic Tools

The direct transfer of research tools, such as corpora and concordancers, into the classroom presents several challenges. Cook (1998) emphasizes that the transition from linguistics to pedagogy is not straightforward, and this complexity may explain the limited uptake of corpus-based approaches in language education [8, pp. 45-67].

Three core elements of the corpus investigation process, corpus data, analysis software, and user interaction, must be analyzed in terms of their transferability to the classroom. Corpus data, for example, may not always be suitable for pedagogical purposes, as learners may find authentic language use too complex or unfamiliar. Similarly, corpus analysis software, while powerful in research settings, may require simplification for classroom use [3, pp. 51-64]. Finally, users, both teachers and learners, must be adequately trained to navigate and interpret corpus data effectively.

Thus, the present article employed a two-staged analysis to investigate the challenges of transferring corpus linguistic tools from research to classroom practice. The first stage involved a critical review of evaluative studies on the use of corpora in language education. The second stage focused on analyzing the transferability of the core elements of the corpus investigation process: corpus data, analysis software, and user interaction.

Results

The analysis revealed several key factors that hinder the transfer of corpus tools from research to classroom. First, the complexity of corpus data often overwhelms learners, particularly those with lower proficiency levels. Teachers also face challenges in integrating

corpus tools into their lessons, citing time constraints and a lack of training as major obstacles [18, pp. 92-103].

Despite these challenges, the survey of language teacher educators indicated a strong interest in corpus-based approaches, with many educators acknowledging the potential benefits of concordancing in language teaching. However, the majority of respondents expressed concerns about the practicality of using corpus tools in everyday teaching [18, pp. 92-103].

Discussion

The findings of this study highlight both the promise and the challenges associated with incorporating corpus-based approaches in language education. While corpora have been shown to provide rich, authentic linguistic data that can enhance learners' exposure to language in context, their integration into teaching practices remains limited due to several practical barriers.

One major barrier is the complexity of existing corpus tools. Many concordancing software programs and corpus platforms are designed for linguistic research rather than pedagogical applications, making them less accessible to teachers and students. Simplifying these tools and tailoring them to meet the needs of classroom users could significantly increase their utility. For example, developing intuitive interfaces, integrating visuals, and including step-by-step tutorials can lower the entry barrier for non-experts. Furthermore, creating pedagogically appropriate corpora that align with specific curriculum goals or address the linguistic challenges of particular learner groups would further enhance the practical application of corpora in teaching.

The role of teachers in adopting corpus-based methods cannot be overstated. Without adequate training and ongoing professional development, teachers may feel unequipped to use corpus tools effectively. This study underscores the need for targeted training programs that not only familiarize teachers with corpus tools but also demonstrate practical teaching strategies for incorporating these tools into lesson plans. Workshops, webinars, and collaborative learning communities can provide a platform for teachers to share experiences and best practices, fostering confidence and competence in corpus-based instruction.

Another important consideration is the integration of corpus tools with traditional teaching materials. Rather than replacing established resources, corpus tools should complement them, adding value through authentic language examples and data-driven learning opportunities. Research on blended approaches, where corpus-based techniques are harmonized with textbooks, multimedia resources, and other pedagogical aids, could yield valuable insights into optimizing language learning outcomes.

Finally, this study points to the need for more empirical research on the impact of corpus-based teaching on learners' proficiency, motivation, and autonomy. While theoretical arguments for corpus use are compelling, classroom-focused studies are necessary to validate their effectiveness across diverse educational contexts. Researchers should investigate variables such as age, proficiency level, and learning goals to determine how corpus-based methods can be most effectively employed.

Conclusion

This study sheds light on the challenges that impede the widespread adoption of corpus-based approaches in language education, despite their potential to enrich teaching and

learning. Key issues include the complexity of corpus tools, the lack of teacher training, and the need for pedagogically tailored resources. Addressing these barriers requires a collaborative effort among educators, researchers, and tool developers.

Simplifying corpus tools, designing teacher-friendly resources, and integrating corpora with traditional materials can make corpus-based approaches more accessible and impactful. At the same time, professional development programs must equip teachers with the knowledge and confidence to incorporate corpora into their instructional practices effectively. Further research is also essential to explore best practices for blending corpus-based methods with conventional approaches to maximize learning outcomes. By overcoming these challenges, corpus-based approaches can transition from an underutilized research tool to a transformative educational resource, empowering both teachers and learners to engage with language in dynamic and meaningful ways.

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