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**INTEGRATION OF PRAGMALINGUISTICS,
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LANGUAGE TEACHING PROCESSES**

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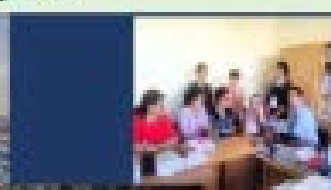
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Тўпланда республикамиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг хорижий тилларда ўқув ва бадий адабиётлар, электрон дарсликлар, ихтисослаштирилган расмлар билан безатилган газеталар ва журналларни яратиш ҳамда чоп этиш самарадорлигини ошириш, ёшларда чет тилини эгаллаш даражаларининг Европа тизими (CEFR)ни ўрганишнинг ўрни, ёшларга чет тилини ўргатишнинг психологик аспекти, чет тилини ўрганишда тил хусусиятларининг аҳамияти ва муаммолари, тил ва маданиятлараро коммуникация методлари, тилшунослик ва адабиётшунослик масалалари, услубшунос олимларнинг илгор тажрибаларининг роли каби масалалар талқинига бағишланган мақолалари ўз ифодасини топган. Тўпланда тил муаммолари билан қизиқувчи илмий ходимлар, катта илмий-ходим изланувчилар, мустақил тадқиқотчи-изланувчилар, магистрантлар ва ўқувчилар фойдаланишлари мумкин.

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scientific and pedagogical practice. This principle required that all the work of public education bodies and schools be carried out in accordance with the instructions of the state of the Republic of Uzbekistan, the achievements of science and technology and the objective laws of social development. Because you need to know the job to manage. It is impossible to manage without being aware of everything, without having a complete knowledge, without knowing the science of management. Regularly study the achievements of such subjects as national ideology, national ideology, history of pedagogy, psychology, private methodology, logic, ethics and aesthetics in order to achieve the goals of public education, school work, professional colleges and its leadership. It is necessary to study, analyze and widely use these achievements. [3,8]

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ISSUES IN CREATING CORPUS FOR PEDAGOGY

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Annotation. A fairly loose definition of corpus will be used in this article: 'an electronic collection of texts.' It is axiomatic that the texts should be accessible by appropriate linguistic software.

Аннотация. Ушбу мақолада корпуснинг етарличабошланганлиги қўлланилади: "матнларнинг электрон тўплами." Матнларга тегишли лингвистик дастурлар орқали кириш мумкинлиги аксиоматикдир.

Аннотация. В этой статье применяется достаточно инициализация корпуса: «электронный сборник текстов». То, что к текстам можно получить доступ через соответствующие лингвистические приложения, является аксиомой.

Key words: corpus, axiomatic, approach, corpus data, written corpora, copyright restrictions, subcorpora.

Таянч сўзлар: корпус, аксиоматика, ёндашув, ёзма корпус, муаллифлик ҳуқуқининг чегараси, корпусдош.

Ключевые слова: корпус, аксиоматика, подход, данные корпуса, письменные корпуса, ограничения авторского права, подкорпорация.

Corpora have been used in EAP since the 1980s, but were initially used mainly for research. The first EAP corpus is generally agreed to have been the JDEST corpus, constructed by Jiao Tong University in Shanghai in 1985 . Corpora have proved useful in determining the features of an academic register, in terms of both word frequencies and specific vocabulary. While the advent of corpora has greatly stimulated register and genre analysis, several researchers have recently remarked that corpora have also helped to make some earlier approaches to EAP, such as rhetorical and pragmatic analysis, become prominent again. The value of corpus work lies in the fact that it can both replace instruction with discovery and refocus attention on accuracy as an appropriate aspect of learning. This methodology not only provides an open-ended supply of language data tailored to the learner's needs rather than simply a standard set of examples, but also promotes a learner-centred approach bringing flexibility of time and place and a discovery approach to learning. The successful use of corpora in the EAP classroom has been reported by several researchers. In particular, the data-driven learning (DDL) approach of Tim Johns (1989, 1991, 2002), who was also the co-author of MicroConcord, one of the earliest corpus software tools to become publicly available, generated considerable interest. Thurstun and Candlin for example, describe their use of MicroConcord with the Microconcord Corpus of Academic Texts "to introduce students unfamiliar with the language of academic discourse to some of the most important, frequent and significant items of the vocabulary of academic English." Despite these individual positive reports, Jarvis commented in 2004 that corpora are not commonly used in the EAP context at HE institutions in the UK: "It appears that the value of both concordances and CD ROMs for authentic material are not widely recognised." More recent research suggests that perhaps the use of corpora in EAP elsewhere is increasing, however gradually. Horst, Cobb and Nicolae state that they have used concordances, corpora, and various exercises for vocabulary learning, and these resources are freely available at www.lex Tutor.ca. Students at a Canadian university were used as subjects, and their vocabulary knowledge was shown to have improved. In Michigan, Lee and Swales report on a course based around the use of corpora, with participants working with WordSmith Tools and MICASE, the Hyland corpus, and an academic sub-corpus from the BNC. These participants

also compiled a corpus of their own written work and compared it with the other corpora. In Australia, Cargill and O'Connor describe the use of corpus tools in workshops on academic writing in English.

Some EAP researchers and practitioners value the use of corpora in research, but consider the use of corpora in an EAP classroom as more problematic. For example, Dudley-Evans and St. John say that their own students prefer the teacher to analyse and explain corpus data, rather than being asked to attempt their own deductions. They go on to argue that the teachers' summary of the results makes the task less time-consuming. Hyland similarly expresses scepticism about the use of corpora by students, as it requires "considerable motivation and curiosity about language which is often lacking." Swales addresses the issue from his own experience of using corpora for EAP pedagogy, and says from a teacher's perspective that the process of using corpora involves a lot of preparation time and that, even when the results seem impressive to the analyst, they may not necessarily impact as strongly on either students or colleagues. That said, if learner autonomy is to be a genuine goal of EAP Watson Todd, certainly suggests that it is widely advocated, and if the use of corpora can help to bring that about, it seems that we should find the time to introduce students to corpora, help them to gain basic corpus analysis skills, and thereby make them more active participants in their learning process, participants who are capable of initiating analyses on their own, even when the teacher is not around. Students who can access corpora independently will be able to do more language work on their own, and in their own time, and this will allow teachers to focus on other aspects of the course, which specifically require their presence, their interaction, or their personal guidance, answering Owen's concern over the use of corpora in the classroom, says that for language learning "to take place effectively in a DDL context, learners need to use corpora appropriately, and this is not just a matter of technical skills in using concordance software. It involves selecting appropriate corpora or subcorpora to interrogate, designing appropriate queries, and appropriately interpreting the results of those queries." Some scholars remind us that the case for (or against) the use of corpora in pedagogy still lacks an empirical basis; Thompson, for example, states that "empirical research into the usefulness (or not) of corpora in direct teaching" is required. In addition to this, one of the major problems in EAP is that many practitioners are actually involved in pursuing novel approaches, such as using corpora, but their work frequently goes unreported. As Hyland observes, "There is substantial pedagogic and curricular activity in local contexts in EAP and a great deal of innovative practice is unsung and not widely disseminated." Written corpora are easier and cheaper to compile than spoken corpora. It is therefore not surprising that written corpora, especially small ones, dominate in EAP research. While Aston sets 20,000–200,000 words as the range for the small corpora, we would argue that technological progress in the last decade has probably increased this range. Charles Gledhill and Hyland and have all exceeded the 200,000-word size despite collecting corpora purely for personal research. The number of EAP

corpora focusing on student writing is on the increase. The reasons are probably both pedagogical and practical. Pedagogically, the corpus of student writing enables researchers to examine common errors and compare the student texts with the target texts. This can then lead to the production of new teaching materials, or changes in the EAP course or curriculum. The practical reasons are more likely to be a reflection of the difficulties in obtaining published academic texts. The variety of corpus data used in EAP is wide indeed. Written data ranges from articles, essays, theses, monographs, and textbooks, to course packs and laboratory manuals. Spoken data includes a number of different speech events, from lectures and seminars to tutorials and student presentations. The authors of texts can be lecturers or students, native or non-native speakers of English. Hence, there are substantial amounts of EAP corpus data in existence. We have already signalled a few of the problematic issues concerning the extant data (e.g., availability, funding, etc.) but there are many others. Here we will discuss these issues in greater detail, and suggest ways in which some of these problems might be reduced or resolved, especially in relation to the use of EAP corpora for teaching. [1,307-328 pp]

The classification of academic subjects has always presented problems. There is a lack of consensus among academic institutions and librarians, as well as within the corpus community. Corpus developers tend to create as few top-level categories as possible. The major differences are in assigning specific subject areas to broader categories. For example, while the Brown corpus lists Political Science (named Politics in some other classifications) in a separate category alongside Law and Education, the Dewey Decimal, the HESA Joint Academic Classification of Subjects, and the MICASE, BASE, and BAWE corpora list it under Social Sciences, or Social Sciences and Education, or Social Studies. A completely different approach is taken by the Academic Corpus which puts Politics under the Arts category. The absence of a standard classification system for EAP corpus categories forces compilers either to select one of the many existing classifications available, or to create a new classification (usually in order to reflect the institutional structure of their own university). As a consequence, potential users from other universities might encounter difficulties when using the corpus, especially for ESAP purposes. Moreover, the differences in classification systems can result in incompatibilities between EAP corpora, potentially preventing users from accessing several corpora simultaneously. This is why we should welcome the efforts of the compilers of the BASE, MICASE, and BAWE corpora who are using the same classification system. The compilers of the BAWE corpus admit their categorisation is not flawless however ,they list five problematic course modules, offered at the University, that are difficult to categorize (e.g., Psychology & the Law, Physics in Medicine). Compilers of EAP corpora are likely to encounter this problem more and more, because, as Bhatia notes, university programmes are becoming increasingly interdisciplinary. One way of addressing the issue of classification is to localise classification to a particular EAP environment. For example, universities could adopt a joint

classification system that would be designed using a bottom-up approach, perhaps using four categories: modules as a bottom-level category, then programmes, departments, and broad academic groupings as a broad-level category. At a lower level, individual modules would form their own subcorpora that could be used for ESAP purposes, providing the EAP corpus is large enough. In existing EGAP corpora, such sub-divisions are not possible as these corpora simply do not contain enough texts from individual modules. This is one consequence of the fact that most EAP corpus projects are not sustained beyond the individual researcher's needs. Co-operation by many universities would provide enough material to create such subcorpora. Furthermore, by following a universal classification system, other universities could contribute their own texts at any stage. Some EAP corpora are restricted to data from specific levels of EAP, such as the Reading Academic Text (RAT) corpus: "The initial corpus, running to nearly a million words of text, was composed of twenty research articles written by Reading University academic staff, and a small set of PhD theses". Similarly, MICUSP will collect only from 4th year undergraduates to 3rd year graduate students. A comprehensive EAP corpus should include the types of texts that students are expected to produce, as well as the types of texts they are expected to read and understand. This means that the corpus should contain texts produced by students at all levels, on pre-sessional and in-session courses, Junior Year Abroad courses, undergraduate courses, and postgraduate courses (taught and research). Additionally, it should also include journal articles and academic books, but such publications are unfortunately often subject to strict copyright restrictions. Some EAP corpora contain only student texts that have been awarded high grades (e.g., BAWE, MICUSP). However, without lower-grade student texts, there is no opportunity for monitoring progression, or for making comparisons with the higher-grade student writing. And after all, the students receiving lower grades are precisely the ones that require more EAP input/help, and that we should be more concerned with. While the higher-grade texts might be sufficient for lower-grade students wishing to improve their individual performances, the collection of lower-grade texts is essential for their teachers, who need to assess generic problems and failures and may need to address wider issues such as the EAP course content, the teaching materials, and the teaching and learning strategies. The initial intuitions obtained from manual inspection of individual lower-grade texts can be supplemented by quantitative analysis of the corpus Data collection.

A pedagogically oriented system will need to be much more flexible, self-explanatory, and customizable to individual learning and teaching preferences. The interface also needs to be customizable in terms of screen colours, fontsize, etc., so that each user feels comfortable with it, and the linguistic features they are investigating are suitably highlighted. More visual displays such as charts and diagrams should perhaps be offered (to offer yet another dimension of displaying language data).

Careful piloting is crucial for the successful introduction of corpus-based teaching approaches into the EAP curriculum. The opinion of EAP teachers is particularly important, as they need to be comfortable when using corpus data, and if they are not enthusiastic about its use in a classroom, it is less likely they will promote corpus use to their students.

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ТАЪЛИМНИ ТАШКИЛ ЭТИШДА ДИФФЕРЕНЦИАЛ ЁНДАШУВНИНГ АҲАМИЯТИ

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Аннотация. Ушбу мақолада ўқув фаолиятини ўқувчиларнинг кизиқишлари, майллари ва қобилиятини ҳисобга олган ҳолда ташкил этишда дифференциал ёндашувнинг афзаллиги, унинг ўқувчилар ижодий фаолиятини ривожлантиришдаги аҳамияти ёритилган.

Аннотация. В статье освещены преимущества дифференциального подхода в организации учебной деятельности с учетом интересов, склонностей и способностей учащихся, а также анализируются роль в развитии творческой активности учащихся.

Summary. This article highlights the advantages of the differentiated approach in organizing learning activities taking into account the interests, needs and abilities of students, as well as its role in the development of students' creative activity.

Калит сўзлар: замонавий таълим, дифференциал таълим, дифференциал ёндашув, қобилият, кизиқиш, ижодий фаоллик

Ключевые слова: современное обучение, дифференциальное обучение, дифференциальный подход, способность, интерес, творческая активность

