

Media ta'limning jamiyat hayotidagi o'rni va uni ta'lim sohasiga keng joriy etish yoshlarni globallashuvning salbiy ta'siridan asrash, mamlakatimizda amalga oshirilayotgan yoshlarga oid davlat siyosatining asoslarini ularga keng tushuntirish, yoshlarimizning ongu shuuriga milliy qadriyatlarga ehtirom tuyg'usini singdirishga xizmat qiladi.

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INCORPORATING PARALLEL CORPORA IN TEACHING FOREIGN LANGUAGES: REVIEW OF THE PREVIOUS WORK DONE IN THE FIELD

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***Abstract.** Since the compilation of the first language corpus (1961) till today a relatively linguistic discipline called corpus linguistics has achieved enormous amount of advancements in the field that now plays great role in current linguistic*

scenario of the world. Creation of parallel corpus is one of the game changing results of the field which has contributed to the development of translational studies significantly since its birth. But the dimension of its opportunities reached the field of teaching foreign languages long ago and number of scholars working in the field made noticeable contributions to the use of parallel corpora in teaching process. However, due to some objective and subjective obstacles those Uzbek scholars faced during the last century the detailed researches in the field started relatively later resulting in the lack of widely usable parallel corpora with all modern tools in it. In today's article we aim to deliver the overview of the work done in the domain of using parallel corpus to teach a foreign language to enhance different language skills to encourage further interest of any teacher of a foreign language. By this we hope that more people will be encouraged to learn further about the development of the parallel corpora and application of them in a classroom to enhance their students' proficiency levels.

Keywords. *Parallel corpus, researches aiming at integration of parallel corpora into teaching process, experimental studies teaching to use parallel corpora, parallel corpora in vocabulary acquisition.*

The project done by B.Blumel[1] involved creating a parallel corpora mainly for teaching Chinese to English speaking students. The work tried to find solution to the two inherent challenges of language learning which is reading comprehension and written language acquisition at the beginning levels by creating a parallel corpus learning tool that would make Chinese texts more accessible to language learners. Specifically, the challenge of reading and writing associated with character acquisition and correct tonal pronunciation were targeted. As was then observed, this corpus tool aided participants in more efficiently acquiring written Chinese. The parallel corpus tool was adapted into a beginning level high school Chinese classroom, and effectively aided participants in improving their reading and writing. As noted by one participant, the corpus enabled her to understand concepts through Chinese for the first time. This and other observations suggest an overall improvement in participants' written language skill and understanding of texts, leading to the conclusion the parallel corpus was effective in aiding participants' experience in acquiring Chinese.

Another experimental study was carried out by K. Chujo, M.Utiyama, and Sh.Miura[2] and their primary goal was to design a set of corpus-based activities. So first they developed a an appropriate corpus which is Japanese-Engliosh News Article Allignment Data which contains 150,000 translation pairs from the Japanese language (having 6.1 million Japanese morphemes) and the English language (having 4.9 million English words). After equipping the parallel corpus with an appropriate concordance (ParaCone (Barlow, 2002)), they created set of exercises for 32 lessons aiming to teach students how to use parallel corpus to search and find linguistic features of any target word. The tasks included:

- (1) examining Japanese equivalents of an English word
- (2) examining English equivalents of a Japanese word
- (3) collecting frequently appearing citations of an English word
- (4) translating Japanese phrases into English
- (5) examining collocation patterns
- (6) observing recurrences and inducing generalizations

The experimental study concluded, based on a multiple source of data gained from the performance of students and their own evaluation of the effectiveness of the process, that using parallel corpus in teaching vocabulary and all the nuances in higher level (universities) is quite effective and suggested for high efficiency.

Dr. Barlow's[3] work explores how parallel corpora, which consist of texts in two or more languages aligned at the sentence or phrase level, can be utilized to enhance language learning and teaching. His research emphasizes the importance of authentic language input and meaningful context in language instruction. In one of his notable studies, Dr. Barlow investigated the effectiveness of using parallel corpora to teach vocabulary and grammar in second language classrooms. He found that exposing learners to authentic language examples from parallel corpora helped improve their comprehension, vocabulary acquisition, and grammatical accuracy. Furthermore, Dr. Barlow developed pedagogical strategies and materials for integrating parallel corpus-based activities into language curricula, catering to different proficiency levels and learning objectives.

Another scholar in this field is Dr. Lynne Flowerdew[4], a Professor of Applied Linguistics at the University of Hong Kong. Dr. Flowerdew's research focuses on corpus linguistics, language teaching, and materials development. She has conducted several studies exploring the use of parallel corpora in language teaching and learning contexts. Dr. Flowerdew's work investigates how parallel corpora can be utilized to enhance various language skills, including vocabulary acquisition, reading comprehension, writing proficiency, and translation. Her research highlights the benefits of using parallel corpora to provide learners with authentic language input, exposure to different registers and genres, and opportunities for comparative analysis between languages. In addition to empirical studies, Dr. Flowerdew has developed practical resources and teaching materials for incorporating parallel corpus-based activities into language classrooms. These materials aim to engage learners in meaningful language tasks, foster autonomous learning, and facilitate the development of language proficiency in both second language and translation contexts.

Laviosa[5] reported that navigation of a parallel corpus “reveals precisely the information that the learner needs to acquire in order to establish mental links between first language (L1) and second language (L2) schemas and create new L2 schemas when there is not reciprocity between the two language”. Laviosa's statement is substantiated by Tsai and Choi's [6] study of lexical development among English L1 Chinese language learners. Their study analyzed the lexical acquisition and retention of American learners of Chinese using parallel corpus concordances to learn new vocabulary items in comparison with a control group who were presented with the same material in a traditional format (i.e., textbook, dictionary). The corpus-based group had a greater observed level of acquisition and retention of the tested lexical items in analyzing pre- and posttest results. More notably, though, they demonstrated a functional understanding of lexical terms with complex and/or multiple meanings as assessed by their ability to use new terms correctly in multiple contexts in which the meaning and form of the lexical item varied. Frankenberg-Garcia[6] provides further insight to Tsai and Choi's

findings in the specific context of reading comprehension. “When reading in a foreign language, L2-L1 parallel concordances can help learners to understand foreign words, Dimension meanings and grammar that they are unfamiliar with [...] boost language comprehension”

Conclusion. A range of studies and experiments all over the world have proved the efficiency of the use of any type of corpus in language teaching let alone translation studies or further in deep linguistic studies. But the main question of application of the corpora in the classroom again boils down to the existence of the parallel corpora in a particular language. While learning foreign scholars experience and gained knowledge in the area, we as Uzbek linguists and teachers should first of all think and contribute toward the creation and elaboration of teaching oriented parallel corpora as its application in foreign language teaching has been many times approved to be prior to any tool.

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THE USE OF MODERN TECHNOLOGIES IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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***Annotation.** The article is aimed at informing teachers and students about various technologies for learning a foreign language using communicative and constructivist methods.*

***Key words.** Technology, foreign, skill, education, science.*

At the present stage of development of society, the education system must meet the modern needs of the state, society and family. Education of the 21st century implies the development of universal educational activities, mastery of key competencies that form the basis for self-development and lifelong education, the development of communication qualities and information skills of the individual. Among the many academic disciplines, the subject “foreign language” occupies a special place. In the course of studying foreign languages, students do not acquire knowledge of the basics of science, but develop the skills and abilities to use a foreign language as a means of communication, a means of obtaining new and useful information. The teacher’s task is to awaken interest in learning activities and to ensure that students are active in learning the material. Therefore, teachers often face questions about how to simultaneously ensure that the lesson is effective and engaging. It is very difficult to keep students interested in learning nowadays. The difficulty of teaching is to develop in each child a thirst for knowledge, to motivate not only to obtain ready-made information and knowledge, but also to develop independently, self-learn, look for solutions, analyze and draw conclusions.