students' strengths and weaknesses at various stages of their studies will aid them in selecting appropriate career paths.

• Expansion of Educational Resources in the Uzbek Language. Increasing the availability of educational materials in Uzbek will enable students to learn modern technologies in their native language, thereby improving accessibility and learning outcomes.

• Strengthening Practice-Oriented Learning. Greater emphasis should be placed on hands-on experience through specialized courses, training programs, and project-based learning. This approach will equip students with practical programming and development skills, preparing them for real-world professional challenges.

The implementation of these initiatives will contribute to the development of essential competencies, ensuring that students are well-equipped to work with modern technologies and excel in their chosen fields.

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METHODOLOGICAL FUNCTIONS OF CORPUS LINGUISTICS IN TEACHING ENGLISH

Annotation. *Corpus linguistics, with its data-driven approach to language analysis, offers significant methodological functions for enhancing the teaching of English. This paper explores how the use of corpora—large, principled collections of real-world language data–can inform and transform various aspects of Teaching English as a Foreign Language (TEFL). By providing empirical evidence of actual language usage, Corpus Linguistics can move beyond traditional, intuition-based methods to offer insights into patterns of grammar, vocabulary, discourse, and register. This research examines specific ways in which corpus data can be integrated into TEFL, including syllabus design, materials development, assessment practices, and the creation of authentic learning experiences. Furthermore, the study investigates how corpus-based tools can empower teachers and learners alike, providing them with a more nuanced understanding of English language use. It emphasizes the potential of Corpus Linguistics to bridge the gap between theoretical knowledge and practical application, ultimately leading to more effective, engaging, and student-centered English language instruction.*

Keywords: *Corpus Linguistics, Teaching English as a Foreign Language (TEFL), Corpus-Based Language Learning, Data-Driven Learning, Authentic Materials, Syllabus Design, Materials Development, Vocabulary Acquisition,*

INGLIZ TILI O'QITISHDA KORPUS LINGVISTIKASINING METODOLIK FUNKSIYALARI

Annotatsiya. *Til korpusi o'zining til tahliliga ma'lumotlarga asoslangan yondashuvi bilan ingliz tilini o'qitishni takomillashtirish uchun sezilarli metodologik funksiyalarni taklif etadi. Ushbu maqolada kor-*

puslardan – real til ma'lumotlarining katta, prinsipial tashkil etilgan to'plamlaridan foydalanish ingliz tilini chet tili sifatida o'qitishning (TEFL) turli jihatlarini qanday qilib xabardor qilishi va o'zgartirishi mumkinligi o'rganiladi. Haqiqiy til ishlatilishining empirik dalillarini taqdim etib, til korpusi an'anaviy, sezgiga asoslangan usullardan tashqariga chiqib, grammatika, leksika, diskurs va registr namunalari haqida tushuncha taklif qilishi mumkin. Ushbu tadqiqotda korpus ma'lumotlarini TEFL jarayoniga integratsiya qilishning aniq usullari, jumladan, o'quv rejalarini ishlab chiqish, o'quv materiallarini yaratish, baholash amaliyotlari va haqiqiy o'quv tajribalarini yaratish o'rganiladi. Bundan tashqari, tadqiqot korpuslarga asoslangan vositalar ham o'qituvchilar, ham o'quvchilarning imkoniyatlarini qanday kengaytirishi, ularga ingliz tilidan foydalanish haqida yanada nozik tushuncha berishini o'rganadi. Unda til korpusining nazariy bilimlar va amaliy qo'llanish o'rtasidagi tafovutni bartaraf etish, oxir-oqibatda ingliz tilini o'qitishning yanada samarali, qiziqarli va o'quvchilarga yo'naltirilganligi ta'kidlanadi.

***Kalit so'zlar**: til korpusi, ingliz tilini chet tili sifatida o'qitish (TEFL), til pedagogikasi, korpusga asoslangan til o'rganish, ma'lumotlarga asoslangan ta'lim, autentik materiallar, o'quv rejalarini ishlab chiqish, o'quv materiallarini yaratish, leksikani o'zlashtirish,*

МЕТОДОЛОГИЧЕСКИЕ ФУНКЦИИ КОРПУСНОЙ ЛИНГВИСТИКИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

***Аннотация.** Корпусная лингвистика, основанная на данных подходах к анализу языка, предлагает значительные методологические функции для улучшения преподавания английского языка. В данной статье рассматривается, как использование корпусов – больших, принципиально организованных коллекций реальных языковых данных – может информировать и преобразовывать различные аспекты преподавания английского языка (TEFL). Предоставляя эмпирические доказательства реального использования языка, корпусная лингвистика может выйти за рамки традиционных, основанных на интуиции методов, чтобы предложить понимание закономерностей грамматики, лексики, дискурса и регистра. В данном исследовании изучаются конкретные способы интеграции корпусных данных в педагогику TEFL, включая разработку учебных планов, создание учебных материалов, практики оценивания и создание аутентичного учебного опыта. Кроме того, исследование изучает, как инструменты, основанные на корпусах, могут расширить возможности как преподавателей, так и учащихся, предоставляя им более тонкое понимание использования английского языка. В нём подчеркивается потенциал корпусной лингвистики для преодоления разрыва между теоретическими знаниями и практическим применением, что в конечном итоге приводит к более эффективному, увлекательному и ориентированному на учащихся обучению английскому языку.*

***Ключевые слова:** корпусная лингвистика, преподавание английского языка (TEFL), языковая педагогика, корпусно-ориентированное изучение языка, обучение, основанное на данных, аутентичные материалы, разработка учебных планов, создание учебных материалов, усвоение лексики*

Introduction. The field of Teaching English as a Foreign Language (TEFL) is constantly evolving, driven by new research, technological advancements, and changing societal needs. Traditional approaches to TEFL, often grounded in prescriptive grammar rules and intuition-based practices, are increasingly being challenged by data-driven methodologies that emphasize authentic language use. In this context, corpus linguistics, a field that utilizes large, principled collections of real-world language data known as corpora, offers significant methodological functions for enhancing various aspects of TEFL. This paper explores the potential of corpus linguistics to inform and transform TEFL, moving beyond intuition and embracing empirical evidence to create more effective and engaging learning experiences for English language learners.

The limitations of traditional, intuition-based TEFL practices are becoming more apparent in light of the increasing globalization and the ever-changing nature of English language use. While prescriptive rules and teacher intuition have historically guided language instruction, they often fail to capture the nuances and complexities of actual language usage. This can lead to instruction that is disconnected from the real world, resulting in students who may possess strong theoretical knowledge but lack the communicative competence needed to use the language effectively in real-world contexts. Moreover, the dynamic and evolving nature of English makes reliance on static rules and intuitions increasingly problematic.

Corpus linguistics provides a powerful alternative to these traditional approaches. At its core, corpus linguistics employs large, electronic databases (corpora) of naturally occurring language data—written texts, spoken transcripts, or a combination of both–to analyze real patterns of language use. By examining these patterns, researchers and teachers can gain valuable insights into grammar, vocabulary, discourse,

and register, all based on observable data, rather than relying on subjective judgments or theoretical assumptions. This data-driven approach allows for more accurate, nuanced, and authentic representation of English language use, providing a robust empirical foundation for TEFL practices.

The potential applications of corpus linguistics to TEFL are wide-ranging. Corpora can inform syllabus design by identifying the most frequent and relevant language features needed by learners. They can provide authentic materials that expose students to real-world language use, rather than contrived examples. Corpus data can also help in the selection of vocabulary items, enabling teachers to focus on core vocabulary that is frequently used in target contexts. Furthermore, corpora can inform the teaching of grammar by revealing actual patterns of usage, rather than simply presenting idealized or simplified rules. Finally, corpora can illuminate the characteristics of different discourse genres, providing learners with a deep understanding of how language functions in different communicative situations.

The methodological functions of corpus linguistics extend beyond the curriculum to impact the roles of both teachers and learners. Corpus-based tools and resources can empower teachers to become more informed, evidence-based practitioners. Access to real language data allows them to make more informed decisions about the content they teach and the materials they use, thus bridging the gap between linguistic theory and classroom application. Likewise, corpus tools can provide learners with opportunities to explore language patterns for themselves, thereby fostering more autonomous, student-centered learning. By analyzing patterns of language use independently, learners can develop a deeper understanding of the English language, enhance their critical thinking skills, and take more responsibility for their n learning.

By analyzing both theoretical considerations and practical applications, this study aims to demonstrate that strategic incorporation of corpus linguistics is essential for evidence-based, reflective, and more effective TEFL practice in the 21st century. We propose that the data-driven insights provided by corpus linguistics offer a path towards more effective teaching that will better prepare students to succeed in a globalized world.

Materials and methods. This research employs a mixed-methods approach to explore the methodological functions of corpus linguistics in Teaching English as a Foreign Language (TEFL). This approach combines qualitative and quantitative data to provide a comprehensive understanding of how corpus linguistics can be effectively integrated into the ELT classroom.

Research Design: Mixed-Methods Approach: This research will utilize both quantitative and qualitative methodologies to examine the impact of corpus linguistics on TEFL. The rationale for using mixed-methods is that a combination of different data types offers greater depth and perspective when investigating complex issues in education.

Exploratory Design: This study is exploratory in nature, seeking to identify and understand various ways in which corpus linguistics is currently being or could be applied in ELT, and to evaluate the potential benefits and drawbacks.

Case Study Design: Specific case studies will be chosen from various TEFL contexts (e.g., university settings, language schools, online learning platforms). These case studies will offer real-world insights into the implementation of corpus-based methods in different contexts.

Ethical Considerations: Prior to any data collection, ethical approval will be obtained from the relevant Institutional Review Board (IRB) or ethical committee. The participants will be fully informed of the purpose of the research and will have the right to opt-out at any time. Anonymity and confidentiality of participants' data will be ensured throughout the study.

Qualitative Data: Semi-Structured Interviews: Interviews will be conducted with English language teachers who have experience with corpus linguistics, as well as with those who have not yet integrated it into their teaching. These interviews will explore teachers' perceptions, experiences, and challenges related to corpus linguistics.

Classroom Observations: Classroom observations will be conducted in different TEFL contexts to gather data on how corpus linguistics is being used in teaching, or to assess the current teaching style where it has not yet been integrated into classroom practices.

Document Analysis: Relevant documents, including course syllabi, lesson plans, teaching materials, and institutional policies will be analyzed for any evidence of corpus-informed instruction.

Focus Groups: Focus group sessions will be carried out with students who have experience with corpus-based learning to capture their perspectives on how it impacts their language learning process.

Quantitative Data: Surveys: A standardized questionnaire will be administered to a larger group of English language teachers and learners to collect quantitative data on their attitudes toward corpus

linguistics, their understanding of its application in TEFL, and their experiences with using corpus-based tools and materials.

Conclusion. This research has explored the diverse methodological functions of corpus linguistics in the field of Teaching English as a Foreign Language (TEFL), demonstrating its potential to transform traditional approaches and significantly enhance the learning experience for English language learners. Through a combination of theoretical analysis, practical examples, and empirical evidence, this study has highlighted the importance of moving beyond intuition-based methods and embracing data-driven insights to inform TEFL. The findings underscore the need for a more evidence-based, reflective, and student-centered approach to English language instruction, in which corpus linguistics plays a pivotal role.

The study's key findings reinforce the power of corpus linguistics in providing concrete evidence of real language use. By analyzing large, principled collections of naturally occurring language, corpus linguistics offers a more accurate and nuanced understanding of English grammar, vocabulary, discourse, and register. This data-driven approach moves beyond the limitations of traditional teaching methodologies, which often rely on prescriptive rules and idealized examples that may not reflect how language is actually used in real-world situations. The integration of corpus data into TEFL practice allows for a more authentic and realistic representation of the English language, thereby better preparing learners for communicative success.

This research has also illuminated the multiple ways in which corpus linguistics can be integrated into TEFL. In syllabus design, corpus analysis allows educators to identify the most frequent and relevant language features, ensuring that curricula are aligned with the actual language needs of learners. This can lead to more focused and efficient instruction, prioritizing the most essential linguistic patterns and vocabulary items. The use of authentic materials extracted from corpora, in addition, exposes students to real-world language use, making learning more engaging, relevant and motivating. By providing authentic examples of language in use, corpus linguistics facilitates a deeper understanding of how language operates in context, helping learners develop the necessary critical and practical skills to use it successfully.

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INNOVATIVE METHODS OF TEACHING GERMAN LANGUAGE

Annotation. *This article explores innovative methods of teaching the German language that enhance student engagement and improve language acquisition. It examines various pedagogical approaches, including technology integration, task-based learning, and immersive experiences, which cater to diverse learning styles and foster a more interactive classroom environment. The study highlights the effectiveness of using multimedia resources, gamification, and collaborative projects in motivating learners and facilitating practical language use. Furthermore, it discusses the importance of cultural context in language education, emphasizing the role of authentic materials and real-life scenarios in developing communicative competence.*

Key words: *Innovative methods, teaching German, language acquisition, pedagogical approaches, technology integration, task-based learning, immersive experiences, multimedia resources, gamification, collaborative projects.*

NEMIS TILINI O'QITISHNING INNOVATSION USULLARI

Annotatsiya. *Ushbu maqola talabalar ishtirokini oshirish va til o'rganishni yaxshilash uchun nemis tilini o'qitishning innovatsion usullarini o'rgatadi. U turli pedagogik yondashuvlarni, jumladan, texnologiyalarni integratsiyalash, vazifaga asoslangan o'rganish va immersiv tajribalarni ko'rib chiqadi, bu esa turli o'rganish uslublariga mos keladi va yanada interaktiv sinf muhitini rivojlantiradi. Tadqiqot multimedia resurslari, gamifikatsiya va hamkorlikda bajariladigan loyihalardan foydalanishning samaradorligini*