[2], these results indicate that combining teacher input with self-reflection promotes more reliable evaluation and learning improvement.

After conducting self-assessment, many students reported adjusting their speaking strategies. While 26 students did so "sometimes" and 16 "often," only 5 reported "always" making changes. This pattern demonstrates a developing but still inconsistent transfer of self-assessment insights into concrete learning behaviors, reflecting the gradual development of self-regulated learning skills. The most favored approach was a combination of teacher and self-assessment (29 students), followed by equal use of all assessment forms (7). Purely self-assessment or peer assessment was far less preferred, highlighting students' preference for collaborative evaluation. This supports the notion that learner-centered assessment is most effective when integrated with instructor guidance. Overall, students considered self-assessment useful for developing speaking skills, with 43 out of 50 agreeing or strongly agreeing. This reinforces the growing role of self-assessment as a learner-centered, formative practice in higher education.

Conclusion. The findings indicate that self-assessment is generally valued and recognized for its pedagogical benefits. However, its consistent application and translation into strategy adjustments remain limited, emphasizing the need for structured guidance and scaffolding. Integrating teacher feedback with self-assessment emerges as a crucial factor for accuracy and effectiveness. These results resonate with contemporary theories on learner autonomy, self-regulated learning, and formative assessment, suggesting that self-assessment can contribute significantly to speaking competence when appropriately supported.

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THE INTEGRATION OF CORPUS ANALYSIS TOOLS IN TEACHING ENGLISH COLLOCATIONS

Annotation. *This paper explores the integration of corpus analysis tools in the teaching of English collocations. Collocations–word combinations that are often used together—pose significant challenges to foreign language learners. Traditional methods of instruction often fail to capture the authentic usage of collocations. Corpus tools such as AntConc, Sketch Engine, and the News on the Web (NOW) allow learners to analyze real-life language data and uncover patterns of natural usage. This study investigates how the incorporation of corpus analysis in classroom instruction affects learners' ability to recognize and use collocations effectively. The results suggest a positive correlation between corpus-based instruction and improved collocational competence.*

Keywords: *Corpus Linguistics, collocations, teaching English as a foreign language, data-driven learning, learner autonomy, AntConc, NOW.*

INGLIZ TILI KOLLOKATSIYALARINI O'QITISHDA KORPUS TAHLILI VOSITALARINI TATBIQ QILISH

Annotatsiya. *Ushbu maqolada ingliz tili kollokatsiyalarini o'qitish jarayonida korpus tahlili vositalarining tadbiq eitilishi ko'rib chiqiladi. Kollokatsiyalar – til birliklari tarkibida tez-tez birga qo'llaniladigan so'z birikmalari – xorijiy til o'rganuvchilar uchun jiddiy qiyinchilik tug'diradi. An'anaviy o'qitish usullari ko'pincha kollokatsiyalarning autentik qo'llanilishini to'liq aks ettira olmaydi. AntConc, Sketch Engine va News on the Web (NOW) kabi korpus vositalari o'quvchilarga haqiqiy til ma'lumotlarini tahlil qilish va tabiiy qo'llanish qonuniyatlarini aniqlash imkonini beradi. Ushbu tadqiqotda sinfdagi ta'lim jarayoniga korpus tahlilini kiritish o'quvchilarning kollokatsiyalarni anglash va samarali qo'llash qobiliyatiga*

qanday ta'sir ko'rsatishi o'rganildi. Natijalar til korpusga asoslangan o'qitish bilan kollokatsion kompetensiyaning rivojlanishi o'rtasida ijobiy bog'liqlik mavjudligini ko'rsatadi.

Kalit so'zlar: *til korpus, kollokatsiyalar, ingliz tilini chet tili sifatida o'qitish, ma'lumotlarga asoslangan ta'lim, o'quvchi avtonomiyasi, AntConc, NOW.*

ИНТЕГРАЦИЯ ИНСТРУМЕНТОВ КОРПУСНОГО АНАЛИЗА В ОБУЧЕНИИ АНГЛИЙСКИМ КОЛЛОКАЦИЯМ

Аннотация. *В данной статье рассматривается интеграция инструментов корпусного анализа в процесс обучения английским коллокациям. Коллокации – устойчивые словосочетания, часто употребляемые в языке, представляют значительные трудности для изучающих иностранный язык. Традиционные методы преподавания зачастую не отражают аутентичное употребление коллокаций. Корпусные инструменты, такие как AntConc, Sketch Engine и News on the Web (NOW), предоставляют обучающимся возможность анализировать реальные языковые данные и выявлять закономерности естественного употребления. В исследовании рассматривается, как использование корпусного анализа в учебном процессе влияет на способность студентов распознавать и эффективно использовать коллокации. Результаты показывают положительную взаимосвязь между обучением на основе корпусов и развитием коллокационной компетенции.*

Ключевые слова: *корпусная лингвистика, коллокации, преподавание английского как иностранного, обучение на основе данных, автономия обучающихся, AntConc, NOW.*

Introduction. Collocations are essential components of fluent and idiomatic language use. Despite their importance, they remain difficult for learners to master due to the arbitrary nature of their combinations (e.g., "install software" vs. "fix software"). Learners who acquire collocations develop stronger lexical chunks, which enhances their fluency, processing speed, and overall confidence in communication. They are also better equipped to handle listening and reading tasks, as they can more easily anticipate or recognize commonly paired words.

In academic writing, for instance, appropriate collocational use demonstrates a higher level of language proficiency and can significantly improve the quality of essays and reports. In professional contexts, proper use of technical or business collocations (e.g., "launch a product," "negotiate a contract") contributes to more effective and professional communication.

Traditionally, collocations have been taught using memorization techniques or static lists, which often fail to convey essential information such as register, frequency, and real-world usage. Such approaches tend to isolate words from their authentic context, making it difficult for learners to internalize and apply them effectively. In contrast, teaching collocations through authentic examples, especially using corpus analysis tools, exposes students to how language is actually used, increasing retention and meaningful application.

Materials and methods. With the development of Corpus Linguistics and corpus analysis tools, language learners and educators now have access to vast databases of authentic language use. These corpus analysis tools allow for a more data-driven learning and learner-centered approach. This paper aims to evaluate the role of corpus analysis tools in enhancing collocational competence among English language learners as a foreign language and suggests effective ways to incorporate such tools into classroom practice.

The study was conducted with 106 pre-intermediate level TEFL (teaching English as a Foreign Language) students enrolled in an Information and Communication Technology (ICT) program at an information technology university. These students were selected due to the high linguistic demands of their future careers, which require accurate and fluent use of English in ICT documentation, software communication, online collaboration, and global business environments. All participants had completed at least two prior English language courses and had B1-level proficiency according to the CEFR (Common European Framework of Reference for Languages). They were randomly assigned to either a control group or an experimental group, with 53 students in each.

The materials for this study were carefully chosen to reflect both authentic language use and relevant vocabulary related to ICT and academic English. The following corpus analysis tools and resources were used in the experimental group's instruction:

News on the Web (NOW) Corpus: A dynamic corpus of over 14 billion words from news articles published online in English-speaking countries since 2010. It was used to extract up-to-date and authentic collocations related to both general English and ICT-related themes, ensuring relevance to students' academic and professional interests.

AntConc (Version 4.2.0): A free concordancing tool that enables learners to analyze word co-occurrence, frequency, and distribution patterns. It allows users to import custom corpora—such as ICT-related documents or technical articles–and search for Key Word in Context (KWIC) displays and collocational patterns.

Sketch Engine: A powerful corpus management and analysis platform that offers detailed insights into word sketches, collocation networks, frequency distribution, grammatical behavior, and usage across different registers. Students used it to analyze word partnerships and compare how collocations vary between general, technical, and academic English.

In addition to these tools, both groups had access to ICT collocations, reading passages, and writing prompts to support instruction and assessment. The control group used conventional teaching materials such as textbooks (e.g., "English for ICT" by Oxford University Press) and print-based vocabulary exercises.

The study lasted for twelve weeks, with two 80-minute sessions each week. Instruction focused on both receptive (reading) and productive (writing, speaking) knowledge of collocations.

Results and discussions. The control group received traditional instruction. Teachers used text-books, gave definitions of collocations, and provided controlled exercises such as fill-in-the-blank tasks, matching exercises, and translation activities.

The experimental group received data-driven learning (DDL) instruction using corpus analysis tools. After an initial training session on how to use AntConc, Sketch Engine, and access the NOW corpus, students engaged in guided discovery tasks. These tasks included:

- Using AntConc to identify frequent collocates of key ICT collocations (e.g., "software development," "cloud computing,") in a custom-built corpus of technical texts.
- Analyzing KWIC displays to observe patterns of usage, collocational strength, and frequency.
- Using Sketch Engine to compare the usage of target collocations in different genres (e.g., news, academic articles, spoken texts).

Extracting collocations from the NOW corpus and building their own personalized "collocation banks" for use in writing and speaking tasks.

At the start and end of the study, all students completed a collocation-based pre-test and post-test designed to assess their:

– Recognition of correct collocations (multiple-choice);
– Comprehension in context (gap-fill with context clues);
– Productive use (in short writing tasks and dialogue completion).

All tests included collocations relevant to both general English and ICT-specific terminology to ensure alignment with the learners' academic field.

The experimental group showed a statistically significant improvement in both recognition and usage of collocations. The average score in the post-test increased from 62% to 88%, while the control group improved from 61% to 70%.

Qualitative analysis of student writing showed more frequent and accurate use of ICT collocations in the experimental group, with increased variety and fewer collocational errors.

The results confirm the hypothesis that corpus analysis tools can significantly enhance the teaching and learning of English ICT collocations. The data-driven learning (DDL) approach encourages learner autonomy, critical thinking, and deeper engagement with authentic language. Students not only learned new collocations but also developed skills to independently explore language patterns.

Conclusion. Integrating corpus analysis tools into English language teaching provides a powerful means of improving learners' collocational awareness. These tools offer rich, authentic language data and foster a more exploratory, student-centered approach. While challenges remain in terms of accessibility and training, the pedagogical benefits are substantial. Future research should focus on long-term retention, tool usability, and expanding this method across different proficiency levels and linguistic features.

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TEACHING THE PROPERTIES AND USE OF STYRENE OBTAINED FROM OIL AND ITS PROCESSING ON THE BASIS OF MODERN EDUCATIONAL METHODS

Annotation. *This article presents a pedagogical model for teaching the synthesis, physicochemical properties and industrial applications of styrene (vinylbenzene, C_8H_8) through project-based learning (PBL), collaborative learning, blended learning and case study methods. The article demonstrates the effectiveness of combining the main natural sources of hydrocarbons – natural gas, oil and coal – and the process of obtaining styrene by catalytic dehydrogenation of ethylbenzene with modern educational tools.*

Keywords: *styrene, ethylbenzene, dehydrogenation, hydrocarbons, natural gas, oil, coal, polymerization, practical research, virtual laboratory.*

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NEFT VA UNI QAYTA ISHLASH NATIJASIDA OLINGAN STIROLNING XOSSALARI VA ISHLATILISHINI ZAMONAVIY TA'LIM METODLARI ASOSIDA O'QITISH

Annotatsiya. *Ushbu maqolada stirol (vinilbenzol, C_8H_8) sintezi, fizik-kimyoviy xossalari va sanoatdagi qo'llanilishi loyihaga asoslangan ta'lim (PBL), hamkorlikdagi ta'lim, aralash ta'lim va Case Study metodlari orqali o'qitishning pedagogik modeli taqdim etilgan. Maqola uglevodorodlarning asosiy tabiiy manbalari – tabiiy gaz, neft va toshko'mir hamda etilbenzolni katalitik degidrogenlash yo'li bilan stirol olish jarayonini zamonaviy ta'lim vositalari bilan birlashtirishning samaradorligini ko'rsatadi.*

Kalit so'zlar: *stirol, etilbenzol, degidrogenlanish, uglevodorodlar, tabiiy gaz, neft, toshko'mir, polimerizatsiya, amaliy tadqiqot, virtual laboratoriya.*

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ОБУЧЕНИЕ СВОЙСТВАМ И ПРИМЕНЕНИЮ СТИРОЛА, ПОЛУЧАЕМОГО ИЗ НЕФТИ И НЕФТЕПЕРЕРАБАТЫВАЮЩИХ ПРОЦЕССОВ, НА ОСНОВЕ СОВРЕМЕННЫХ ОБРАЗОВАТЕЛЬНЫХ МЕТОДОВ

Аннотация. *В данной статье представлена педагогическая модель обучения синтезу, физико-химическим свойствам и промышленному применению стирола (винилбензола, C_8H_8) с использованием методов проектного обучения (ПО), совместного обучения, смешанного обучения и анализа конкретных случаев. В статье демонстрируется эффективность сочетания основных природных источников углеводородов – природного газа, нефти и угля – и процесса получения стирола путем каталитического дегидрирования этилбензола с современными образовательными инструментами.*

Ключевые слова: *стирол, этилбензол, дегидрирование, углеводороды, природный газ, нефть, уголь, полимеризация, тематическое исследование, виртуальная лаборатория.*

Introduction. Hydrocarbons and their derivatives are one of the main objects of study in modern organic chemistry. They are widely distributed in natural sources (oil, natural gas, coal) and form the raw material base of industrial chemistry. Styrene (vinylbenzene, C_8H_8) is one of the most important monomers obtained from them - it is widely used in the production of polystyrene, ABS plastic and other polymeric materials.