THE IMPORTANCE OF TEACHING ENGLISH BASED ON CORPUS TECHNOLOGIES IN TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS

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Abstract: This article highlights the importance of integrating corpus technologies into English language teaching within technical higher educational institutions. Corpus-based approaches have revolutionized language learning by providing authentic data for linguistic analysis and real-world application. For students of technical disciplines, corpus tools can enhance vocabulary acquisition, improve technical writing, and strengthen academic communication skills [1,23p]. The study emphasizes the pedagogical advantages of corpus-assisted learning, such as the development of learner autonomy, data-driven discovery, and analytical thinking [2,]. Furthermore, the research highlights how corpus linguistics contributes to bridging the gap between theoretical knowledge and professional communication in technical education [3].

Keywords: corpus technologies, English language teaching, technical education, data-driven learning, language acquisition, applied linguistics, authentic materials, learner autonomy, professional communication, digital pedagogy.

Introduction: In the era of digital transformation, the use of corpus technologies in language teaching has become increasingly significant [1, 20-p]. Corpus linguistics offers a new dimension for English language teaching (ELT) by enabling learners to analyze authentic language data [2, 53-p]. In technical higher educational institutions, where students are primarily focused on engineering and applied sciences, mastering English is crucial not only for academic success but also for professional growth in a globalized labor market. Therefore, implementing corpus-based methodologies can play a vital role in enhancing both linguistic competence and professional communication skills [3, 78-p].

Corpus linguistics is the study of language through large collections of real texts, known as corpora. According to Biber et al. [1,45-p], corpus analysis allows for a data-driven learning (DDL) approach, where students investigate linguistic patterns independently. Johns [2, 66-p] first introduced this concept in the 1990s, emphasizing that learners could act as 'language detectives.' This autonomy-oriented approach aligns with constructivist learning theories, promoting critical engagement with authentic texts and contextualized vocabulary usage [4,98-p].

Corpus technologies in technical education: As Flowerdew mentioned Teaching English to engineering and technical students often requires adapting materials to their professional needs [5, 10-p]. Corpus technologies such as Sketch Engine, AntConc, and the British National Corpus provide learners with opportunities to explore specialized terminology and phraseology used in scientific and technical contexts [3]. Through corpus-based activities, learners can identify frequent collocations, analyze technical expressions, and understand their pragmatic functions in research writing or presentations. Moreover, corpus tools enable teachers to design tailor-made materials that correspond to specific disciplines like mechanical engineering, computer science, or architecture [2,76-p]. By integrating corpus-based insights into ESP (English for Specific Purposes) courses, instructors can ensure that students engage with language relevant to their academic and career goals [1-134-p].

Corpus technologies play a vital role in developing learners' linguistic awareness and technical vocabulary. By analyzing frequency lists, concordances, and collocations, students

can identify patterns of usage in technical texts.For instance, using specialized corpora such as the British Academic Written English (BAWE) or the Michigan Corpus of Academic Spoken English (MICASE) allows learners to focus on domain-specific language typical for engineering, IT, and scientific disciplines.

One of the advantages of corpus-based instruction is that it promotes autonomy and research-based learning. Instead of memorizing rules, learners discover linguistic patterns themselves, which leads to deeper understanding and retention. Teachers can design tasks that involve corpus search activities, encouraging students to explore authentic language data relevant to their major.

Pedagogical Advantages. The main pedagogical benefits of using corpus technologies include: Authenticity, Autonomy, Relevance, and Efficiency [5, 89-p]. Learners work with real-life examples rather than artificially constructed sentences, explore linguistic data independently, and engage with language relevant to their fields. Furthermore, corpus-assisted teaching encourages data-driven learning, allowing students to discover linguistic rules themselves, which enhances retention and motivation [4, 95-96-pp].

Despite the clear benefits, the integration of corpus technologies faces challenges such as limited teacher training, lack of institutional support, and technical barriers [3, 47-p]. To overcome these issues, universities should organize workshops for English teachers, develop localized corpora for Uzbek learners, and include corpus analysis tools in digital learning platforms. Collaboration between language departments and IT specialists can also foster innovative teaching methodologies that merge technology with linguistics.

Conclusion: Corpus technologies represent a promising direction in modern English language teaching, especially in technical universities. They offer a scientific foundation for linguistic research and a practical framework for skill-based learning. By incorporating corpus-based methods, teachers can significantly improve the quality of English instruction, promote learner autonomy, and prepare students for international academic and professional environments.

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