

**BUXORO DAVLAT UNIVERSITETI HUZURIDAGI
ILMIY DARAJALAR BERUVCHI
Phd.03/2025.27.12.Ped.08.05 RAQAMLI ILMIY KENGASH**

BUXORO DAVLAT UNIVERSITETI

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**INKLYUZIV TA'LIMDA FILOLOG TALABALARNING LEKSIK
KOMPETENSIYASINI KORPUS TAHLILLAR ASOSIDA
RIVOJLANTIRISH
(ingliz tili misolida)**

13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi (ingliz tili)

**PEDAGOGIKA FANLARI bo'yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

**Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
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**Оглавление автореферата диссертации доктора философии (PhD)
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in pedagogical sciences**

Fayziyeva Malikajon Choshovna

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**PEDAGOGIKA FANLARI bo'yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda xorijiy tillar ta'limi jarayoni an'anaviy grammatik tarjima metodidan hozirgi kun talabiga mos chet tilida gapirish va muloqotni rivojlantiruvchi kommunikativ til o'qitish (Communicative Language Teaching) metodlariga yuz tutmoqda. Zotan, aniq vazifa va loyiha asosida, muayyan fan va tilning birlashuvi natijasida, aralash ta'limga yo'naltirilgan holda sun'iy ong hamda kompyuter yordamida til o'qitish, xususan, korpus tahlillarga asoslangan ta'lim materiallarini tayyorlash zamonaviy avlod shakllanishining global mezonini belgilaydi. Bu borada lingvistik korpusning ilmiy-amaliy samaradorlik darajasi yuqoriligi, xususan, o'rganilayotgan xorijiy tilda so'zlashuvchi til sohiblarining muloqot shakllari, nutqiy faoliyat uchun ulkan lisoniy bazani jamlay olishi til o'rganuvchilarining leksik-grammatik kompetensiyalarini ayni misollar asosida rivojlantirish imkonini yaratadi. Shu nuqtayi nazardan yondashilganda chet tilini o'qitishning inklyuziv ta'limga xoslangan lingvistik korpus tahlillari asosida takomillashtirilishi ham davr talablariga xos dolzarblik kasb etadi.

Dunyo inklyuziv ta'limida, ayniqsa, ko'rish qobiliyati cheklangan talabalar uchun chet tilini o'qitishning eng ilg'or usullari sirasiga audioga asoslangan kommunikativ yondashuv, brayl asosida, Screen Readers va AI vositalari orqali, og'zaki muloqotga tayanuvchi tabiiy yondashuv, podcast, audiokitob va audiodialoglar, nutqdan matnga va matndan nutqqa integratsiyasi, katta til bazalari, jumladan, muayyan korpuslar vositasida chet tilini o'qitish kabilarni kiritish mumkin. Inklyuziv ta'limda korpus tahlillarni qo'llash, ya'ni turli mazmun va hajmdagi lingvistik korpuslardan foydalanilganda ularning tarkibidagi har bir leksik birlik, so'z birikmasi, turg'un birikma yoki atama o'zining nutqiy faollik darajasi haqida autentik ma'lumot olish imkonini beradi. Tabiiyki, bunda korpus ta'lim vositasiga aylanadi va tilning leksik, morfologik, sintaktik tahlillarida, hatto tarjima nazariyasi va amaliyotida ham samarali ishlash, har bir birlikning uslubiy xosligini aniqlashga imkon yaratadi. Zero, lingvistik korpuslarning yangi avlodi inklyuziv o'qitishda ingliz tilining integratsion ta'limini ta'minlash hamda talabalarning leksik kompetentligini oshirishda muhim ahamiyatga ega.

Mamlakatimizda ta'lim sohasidagi strategik hujjatlarda, xususan, inklyuziv ta'limga alohida e'tibor berilmoqda. Jumladan, "Uzbekistan Partnership Compact for Education Reform", odatda, jismoniy rivojlanishida alohida ehtiyojlari bo'lgan yoshlarning sog'lom tengdoshlari bilan birga sifatli ta'lim olishlarini ta'minlaydigan tizimni mustahkamlash va ta'lim muassasalarida ularga boshqa ta'lim oluvchilar bilan teng imkoniyatlar yaratish o'qitishning barcha bosqichlarida bosh maqsad qilib belgilangan. Mazkur hujjatlar doirasida inklyuziv ta'lim standartlari, o'qituvchilarni tayyorlash yangilanib kelmoqdaki, bunda chet tili o'qituvchilarini ham "inklyuziv dars berishga tayyorlash va o'quv materiallarini moslashtirish (audio, brayl, raqamli format) bo'yicha asos"¹

¹ Uzbekistan partnership compact for education reform. URL: <https://www.unicef.org/uzbekistan/media/5671/file> (Murojaat sanasi: 29.11.2025)

yaratish ahamiyatli sanaladi. Zotan, jamiyat a'zolarining inklyuziv ta'lim bilan bog'liq ehtiyojlarini qondirish, ingliz tili ta'limini xoslangan lingvistik korpus tahlillariga asoslanib, integratsion yondashuvda amalga oshirish metodikasini ishlab chiqish hamda uni keng amaliyotga tatbiq etish ham monografik plandagi ishlarni taqozo etadi.

O'zbekiston Respublikasining 2020-yil 23-sentabrdagi O'RQ-637-son "Ta'lim to'g'risida" Qonuni, 2020-yil 6-noyabrdagi PF-6108-son "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risida", 2022-yil 28-yanvardagi PF-60-son "2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida", 2022-yil 11-maydagi PF-134-son "2022-2026-yillarda maktab ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida", 2023-yil 11-sentabrdagi PF-158-son "O'zbekiston – 2030" strategiyasi to'g'risida" farmonlari, O'zbekiston Respublikasi Prezidentining PQ-209-son 2022-yil 18-apreldagi "Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlarda ta'lim berish sifatini oshirish hamda ular faoliyatini yanada takomillashtirish chora-tadbirlari to'g'risida", 2022-yil 20-oktabrdagi PQ-407-son "O'zbek imo-ishora tili va Brayl alifbosini rivojlantirish bo'yicha qo'shimcha chora-tadbirlari to'g'risida" qarorlari, O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 19-yanvardagi 34-son "Xorijiy tillarni o'rganishni takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida" qarori hamda sohaga oid boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Dissertatsiya respublika fan va texnologiyalari rivojlanishining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. Kompyuter texnologiyalaridan foydalangan holda korpus lingvistikasi tilni o'rganadi, o'rgatadi va tahlil qiladi. So'nggi o'n yillikda til ta'limi uchun til korpusi va kompyuter vositalaridan foydalanishga qiziqish sezilarli darajada oshdi. Muayyan tilning tabiatidan va qonuniyatlaridan kelib chiqqan holda tilning kompyuter dasturlari yordamida tahlil qilinishi kompyuter lingvistikasi, statistik lingvistika hamda korpus lingvistikasi kabi bir-birini to'ldiruvchi yo'nalishlarni yuzaga keltirdiki, ulardan til o'qitish metodikasida ham foydalanishga keng yo'l ochildi. Xususan, mazkur soha rivojiga hissa qo'shgan olimlar sifatida B.Kennedy, S.Gries, D.Biber, S.Konrad va J.Sinkler²ning ilmiy ishlarini keltirish mumkin. Mamlakatimizda

² Cennedy B., Hoover J. et.al. Moral Foundations Twitter Corpus: A Collection of 35k Tweets Annotated for Moral Sentiment./ <https://journals.sagepub.com/doi/epub/10.1177/1948550619876629>, 2020. – Pp. 1057-1071.; Gries S. Syntactic Priming: A Corpus-based Approach. *Journal of Psycholinguistic Research*, 2005. – Pp. 366-399.; Biber D. Methodological Issues Regarding Corpus-based Analyses of Linguistic Variation. *Literary and Linguistic Computing*, <https://doi.org/10.1093/lc/5.4.257>. – 1990. – P. 257 – 269.; Konrad R., Hanke T., Gabriele L., Susanne K., Lutz K., Rie N., Anja R. *Public DGS Corpus: Annotation Conventions*. <https://www.fdr.uni-hamburg.de/record/823>, 2022; Sinclair J. *Teaching and Language Corpora*. 9781315842677_previewpdf (1).pdf, 1998. – Pp. 25- 40.

tillarini o'qitish metodikasi bilan G.X.Boqiyeva, J.J.Jalolov, G.T.Mahkamova, L.T.Axmedova, M.T.Irisqulov, F.M.Rashidova³ kabi olimlar shug'ullanishgan, shuningdek, F.Sh.Alimov, Sh.H.Akbarova, U.A.Masharipova, G.S.Sabirova, G'.Sh.Tajibayev, X.U.Saydullayeva⁴ kabi mutaxassislar tadqiqotlarida ingliz tilini o'qitishning o'ziga xos xususiyatlari va muammolariga oid nazariy mulohazalar o'z ifodasini topgan. Inklyuziv ta'limda leksik kompetensiyani rivojlantirish, chet tillarini o'rganish hamda o'rgatishning pedagogik va psixologik asoslari L.Florian, K.Blak-Hokins, P.Mitler, R.Sli, R.Barnet, N.Alzahrani, D.Mitchel, D.Sazerlen, T.Makarova, N.Ershova, V.Chiginseva, I.Kireyeva, V.Djabrailova, M.Fomicheva⁵ kabi olimlarning metodika sohasidagi ishlarida alohida tadqiq etilgan. Shuningdek, o'zbek tilining elektron, milliy, ta'limiy va parallel korpuslarini yaratish amaliyoti hamda ularning nazariy asoslarini ishlab chiqish borasida N.Z.Abdurahmonova, Sh.M.Xamroyeva, G.I.Toyrova, G.X.Begmatova, A.A.Raxmanova, O'.M.Xoliyov, D.Q.Elova, N.B.Ataboyev va R.A.Karimov⁶ kabi olimlarning salmoqli ilmiy tadqiqotlarini e'tirof etish o'rinli.

³ Бакиева Г., Махкамова Г., Кулдошев А. English 3. – Ташкент, 2007.; Jalolov J., Makhkamova G., Ashurov Sh. English Language Teaching Methodology.–Tashkent: Fan va texnologiya, 2015. – 338 p., Axmedova L.T. Личностно-ориентированный подход к современному обучению и воспитанию студентов высших учебных заведений // Узбекистонда хорижий тиллар, 2016. – № 4 (12). – С. 256-260.; Рашидова Ф.М. CEFR асосида чет тилларни ўргатиш, ўқитиш ва баҳолашда касб маҳорати // Узлуксиз таълим. – Т., 2016. – № 6. – Б. 70-71.; Ирисқулов М.Т. Чет тилларни ўқитишда CEFR ўрни // Узлуксиз таълим. – Т., 2016. – № 1. – Б. 77-83.

⁴ Алимов Ф.Ш. Инглиз тилида ёзув компетенциясини шакллантириш: Пед. фан. бўй. фалс. д-ри (PhD) дисс. автореф.–Т., 2018.–42 б.; Акбарова Ш.Х. Мактабгача ёшдаги болаларга инглиз тили лексикасини ўргатиш методикаси: Пед. фан. бўйича фалс. д-ри (PhD) дисс. автореф.–Т., 2020. – 53 б.; Машарипова У.А. Инновацион таълим шароитида бошланғич синф ўқувчиларининг нутқ маданиятини шакллантириш методикаси: Пед. фан. бўйича фалс. д-ри (PhD) дисс. автореф.–, 2018. – 45 б.; Сабирова Г.С. Умумтаълим мактаблари ўқувчиларига инглиз тили олмошларини ахборот технологиялари асосида ўргатиш методикаси: Пед. фан. бўйича фалс. д-ри (PhD)... дисс. автореф.–Т., 2017.–41 б.; Тажибаев Г.Ш. Бошланғич синф ўқувчиларига чет тили ўқитишда коммуникатив ёндашув: Пед. фан. бўйича фалс. д-ри (PhD)... дисс. автореф. – Т., 2018. – 45 б.; Saydullayeva X. U. Konchilik yo'nalishi talabalarida ingliz tilini o'qitishda leksik kompetensiyani rivojlantirish metodikasi: Ped.fan.bo'y. fals. d-ri (PhD)... diss. avtoref. – Samarqand, 2024. – 63 b.

⁵ Florian L., Black-Hawkins K. Exploring inclusive pedagogy // British Educational Research Journal, 2011. – Vol. 37, No. 5. – P. 813–828.; Mittler P. Working towards inclusive education: Social contexts. – London: David Fulton Publishers, 2012.; Slee R. Defining the scope of inclusive education // International Journal of Inclusive Education, 2018. – Vol. 22, No. 1. – P. 1–17.; Barnett R. Leading with meaning: Why diversity, equity, and inclusion matters in US higher education // Perspectives in Education, 2020. – Vol. 38, No. 2. – P. 20–35.; Alzahrani N. The development of inclusive education practice: A review of literature // International Journal of Early Childhood Special Education, 2020. – Vol. 12, No. 1. – P. 68–83.; Mitchell D., Sutherland D. What really works in special and inclusive education: Using evidence-based teaching strategies. – London: Routledge, 2020; Чигинцева В.В. Особенности формирования лингвистической компетенции обучающихся с ограниченными возможностями здоровья // Вестник Томского государственного педагогического университета, 2016. – № 3 (168). – С. 96–101; Макарова Т.С. Адаптация общеобразовательных программ к специальным образовательным потребностям обучающихся с ОВЗ // Инклюзивное иноязычное образование сегодня: проблемы и решения, 2017. – С. 22–32; Киреева И.А., Джабраилова В.С., Фомичева М.П. Лингводидактический потенциал электронных средств учебного назначения при обучении иностранным языкам в инклюзивном образовании // Концепт, 2018. – № 6. – С. 55–65.; Ершова Н.А. Формирование инклюзивной компетентности педагогов общеобразовательных учреждений // Наука и образование: сохраняя прошлое, создаём будущее, 2020. – № 49.

⁶ Abdurahmonova N.Z. O'zbek tili elektron korpusining kompyuter modellari: Filol. fan. d-ri... (DSc) diss. avtoref. – Т., 2021. – 73 б.; Хамроева Ш.М. Ўзбек тили морфологик анализаторининг лингвистик таъминоти: Филол. фан. д-ри (DSc) дисс. автореф. – Фарғона, 2021. – 76 б.; Тоирова Г.И. Ўзбек тили миллий корпусини яратишнинг назарий ва амалий масалалари: Филол. фан. д-ри (DSc) дисс. автореф. – Бухоро, 2021. – 72 б.; Бегматова Г.Х. Ўзбек тили миллий корпусида идиомалар базасини яратиш: Филол. фан. фалс. д-ри (PhD) дисс.–Термиз, 2021.–143 б.; Рахманова А.А. Ўзбек тили миллий корпусини яратишдаги компьютер усуллари: Филол. фан. фалс. д-ри (PhD) дисс.–Т., 2021.–161 б.; Холиёров У.М. Ўзбек тили таълимий корпусини тузишнинг лингвистик асослари: Филол. фан. фалс. д-ри (PhD) дисс. – Термиз, 2021. – 181 б.; Каримов Р.А. Ўзбек-инглиз параллел корпусини тузишнинг лингвистик ва дастурий масалалари: Филол. фан. фалс. д-ри (PhD) дисс.– Бухоро, 2022.– 48 б.; Элова Д.Қ. Ўзбек тили корпуси бирликларининг услубий тегларини яратиш тамойиллари ва лингвистик таъминоти: Филол. фан. фалс. д-ри (PhD) дисс. автореф.– Т., 2022. – 65 б.; Ataboyev N. Mediamatnlar diaxronik korpusida til rivojining empirik tahlil tamoyillari (gazeta materiallari misolida): Filol. fan. d-ri (DSc) diss. avtoref. – Farg'ona, 2024. – 72 b.

Aytish joizki, inklyuziv ta'limda talabalarning ingliz tili leksik kompetentligini korpus materiallari tahlillari asosida rivojlantirish, ularning so'z boyligini korpus materiallari tahlillari asosida oshirishdagi metodik muammolar va ularning yechimi masalalari tizimli ravishda batafsil tadqiq etilmagan, shuningdek, bu borada zaruriy ilmiy-metodik tavsiyalar ham ishlab chiqilmagan.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Tadqiqot Buxoro davlat universiteti ingliz adabiyotshunosligi va tarjimashunoslik kafedrasining "Korpus lingvistikasi, amaliy tilshunoslik va xorijiy tillarni o'qitish" (2023-2026) mavzusidagi ilmiy-tadqiqot ishlari rejasi doirasida amalga oshirilgan.

Tadqiqotning maqsadi inklyuziv ta'lim sharoitida filolog talabalar, jumladan, ko'zi ojiz va zaif ko'ruvchilarning ingliz tili leksik kompetentligini korpus tahlillar asosida rivojlantirish mexanizmlarini aniqlashtirishdan iborat.

Tadqiqotning vazifalari:

inklyuziv ta'limda filolog talabalarning ingliz tili leksik kompetentligini rivojlantirish jarayonini xalqaro tajribalar asosida o'rganish hamda didaktik imkoniyatlarini aniqlash;

lingvistik korpus va korpus materiallarining xorijiy tillarni o'qitishdagi o'rni va ahamiyatini integrativ yondashuv asosida nazariy jihatdan tahlil qilish va aniqlashtirish;

inklyuziv ta'lim sharoitida filolog talabalar, jumladan, ko'zi ojiz va zaif ko'ruvchilarning ingliz tili leksik kompetentligini korpus tahlillar asosida rivojlantirish modelini tuzish;

korpusga asoslangan autentik materiallar yordamida filolog talabalarning leksik birliklar va kollokatsiyalarni to'g'ri ishlatishga oid kompetensiyasini rivojlantirish bo'yicha didaktik ta'minotni takomillashtirish, tajriba-sinov samaradorligini aniqlash va tavsiyalar ishlab chiqish.

Tadqiqotning obyekti sifatida inklyuziv ta'limda filolog talabalarning leksik kompetensiyasini korpus tahlillar asosida rivojlantirish jarayoni olingan. Buxoro davlat universiteti, O'zbekiston davlat jahon tillari universiteti va Farg'ona davlat universitetlarining 396 nafar talabasi jalb etilgan.

Tadqiqotning predmetini inklyuziv ta'lim muhitida filolog talabalarning leksik kompetensiyasini korpus tahlil natijalari asosida rivojlantirishning shakl, usul va vositalari tashkil qiladi.

Tadqiqotning usullari. Tadqiqot jarayonida ta'lim-tarbiya jarayonini kuzatish, korpus tahlil, empirik tahlil, so'rovnomalar o'tkazish, tajriba-sinov, matematik-statistik tahlil, shuningdek, maxsus pedagogik metodlar – kuzatish, tajriba, og'zaki va yozma so'rovlardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

xalqaro inklyuziv ta'lim tizimida mavjud chet tillarini o'qitishning audio-kommunikativ yondashuv, brayl asosidagi o'quv jarayoni, avtomatik o'quvchi va sun'iy intellekt vositalari, og'zaki muloqotga asoslangan tizim, tabiiy yondashuv, podkast, audiokitob va audio dialoglarga asoslangan o'qitish, nutqdan matnga va

matndan nutqqa integratsiyasi kabi usul va vositalar qatorida korpus tahlillariga asoslangan o'qitishning ahamiyati ochib berilgan;

filolog talabalarining inklyuziv ta'limda ingliz tili leksik kompetensiyasini rivojlantirishda korpus tahlil natijalarining statistik va autentik materiallar bazasi sifatida konkordans qatorlari, so'z qo'llashga doir misollar ko'lami, kalit so'zning kontekstda qo'llanilishi (KWIC), kollokatsion birliklarni aniqlash imkoniyati, ko'pso'zli iboralar (Multi-Word Expressions – MWE's) negizida so'zlardan to'g'ri va erkin foydalanish ko'nikmasini shakllantirish mexanizmi asoslangan;

inklyuziv guruhlar uchun mos avtomatik lingvistik tahlillarni amalga oshiruvchi COCA, Sketch Engine, AntConc kabi korpus dasturiy qurilmalari asosida leksik birliklar va kollokatsiyalarni to'g'ri ishlatish darajalarini belgilovchi mashqlar tizimi va brayl alifbosi bo'yicha nashr etilgan o'quv qo'llanma yaratish orqali ingliz tili leksik kompetensiyasini rivojlantirishning didaktik ta'minoti takomillashtirilgan;

inklyuziv ta'lim muhitida filolog talabalarining so'z qo'llashga doir leksik kompetensiyasini raqamli texnologiyalar, xususan, kompyuter qurilmalari va internet tarmoqlarida mavjud ingliz tili korpuslari tahlil natijalari asosida rivojlantirish modelining samaradorligi matematik-statistik tahlillarga ko'ra dalillangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

inklyuziv ta'lim sharoitida filologiya yo'nalishi talabalarining leksik kompetentligini va soha mutaxassislari, pedagoglarning inklyuziv pedagogik kompetensiyalarini rivojlantirishga qaratilgan korpus asosidagi o'quv jarayonining didaktik imkoniyatlari kengaytirilgan hamda ushbu jarayonning nazariy tahliliga bag'ishlangan "Reading Passages: A Corpus-Based Approach to Foster Lexical Competence in Inclusive Education" nomli o'quv qo'llanma ishlab chiqilgan;

korpus lingvistikasi asosida til o'zlashtirishning turli darajalariga hamda imkoniyatlarga ega bo'lgan talabalar uchun moslashtirilgan, leksik birliklarni tanlash, ularning kollokatsion xususiyatlarini aniqlash va kontekstual qo'llashga yo'naltirilgan mashqlar tizimining samaradorligi dalillangan va ishlab chiqilgan metodik tavsiyalar inklyuziv o'quv jarayoniga tatbiq etilgan;

inklyuziv guruhlarda leksik kompetensiyani rivojlantirishga xizmat qiluvchi differensiallashtirilgan ta'lim texnologiyalarini qo'llash mexanizmlari takomillashtirilgan hamda yaratilgan amaliy topshiriqlar va korpus tahliliga asoslangan o'quv materiallari tajriba-sinov orqali darslarga muvaffaqiyatli joriy etilgan.

Tadqiqot natijalarining ishonchliligi. Tadqiqotning nazariy va metodik asosini ishonchli ilmiy manbalar tashkil etadi. Natijalarning ta'lim jarayoniga joriy qilinganligi, ilmiy seminarlar, konferensiyalar va metodik ishlarda tatbiq etilganligi tadqiqot natijalarining ishonchliligiga dalil sifatida xizmat qiladi. Tadqiqot asosida chiqarilgan xulosalar bo'yicha e'lon qilingan ishlar ilmiy jamoatchilik tomonidan ijobiy baholanganligi, aniqlangan muammo ijtimoiy va pedagogik metod (tashkil qilish, ma'lumot yig'ish, kuzatish, anketa, suhbat, dialoglar); eksperiment-tajriba (diagnostika va nazorat vositalari) kabi amaliy

usullar yordamida yechilganligi, nazariy xulosa va farazlarning amaliyotga tatbiq qilinganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati inklyuziv ta'limda filologiya talabalari leksik kompetensiyasini rivojlantirishga xizmat qilishi, xususan, chet tillarini o'qitish metodikasi va qiyosiy tilshunoslikda, amaliy kompyuter lingvistikasi sohasida, xorijiy ta'lim yo'nalishlari uchun adabiyotshunoslik va mamlakatshunoslikda, TELL (Technology Enhanced Language Learning) / CALL (Computer-assisted Language Learning) sohalarida, ya'ni zamonaviy texnologiya va kompyuter asosida til o'rganish va o'qitish bo'yicha ilmiy tadqiqotlarda, til o'qitish metodikasi va ta'lim texnologiyalari, madaniyatlararo kommunikatsiya fanlarini o'qitish uchun nazariy manba bo'la olishi bilan xarakterlanadi.

Tadqiqot natijalarining amaliy ahamiyati kompyuterlashtirilgan korpus va leksik kompetensiyani rivojlantirish bo'yicha ma'ruza, seminar va treninglar tashkil etishda, sohaga oid turli dasturlar, o'quv qo'llanmalar, darsliklar yaratishda, til o'qitish jarayonida zamonaviy texnologiyalar, kompyuter dasturlari va korpus tahlillaridan samarali foydalanishni ta'minlashda, amaliy dars va laboratoriya mashg'ulotlarida talabalar kommunikativ kompetensiyasini rivojlantirishda amaliy manba sifatida foydalanish mumkinligi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. Inklyuziv ta'lim muhitida filologiya yo'nalishi talabalarining leksik kompetentligini korpus tahlillar asosida rivojlantirish bo'yicha o'tkazilgan tadqiqot natijalariga ko'ra:

xalqaro inklyuziv ta'lim tizimida mavjud chet tillarini o'qitishning audio-kommunikativ yondashuv, brayl asosidagi o'quv jarayoni, avtomatik o'quvchi va sun'iy intellekt vositalari, og'zaki muloqotga asoslangan tizim, tabiiy yondashuv, podkast, audiokitob va audio dialoglarga asoslangan o'qitish, nutqdan matnga va matndan nutqqa integratsiyasi kabi usul va vositalar qatorida korpus tahlillariga asoslangan o'qitishning ahamiyatiga oid xulosalar AQSHning Arkanzas shtatidagi Arkanzas universitetida (University of Arkansas, Arkansas, USA) inklyuziv ta'limda ingliz tilini o'qitish bo'yicha o'tkazilgan ilmiy seminarlar va akademik uchrashuvlarda xalqaro ekspertlar muhokamasiga havola etilgan. Arkanzas universiteti talabalari, izlanuvchilari hamda McNair va Owl Creek maktabi o'quvchilari uchun "Inklyuziv ta'lim va imkoniyati cheklangan talabalarga bilim va ko'nikmalarni egallashda ko'maklashish" mavzusida tadqiqot taqdimotlari o'tkazilgan (AQSHning Arkanzas shtatidagi Arkanzas universitetining 2023-yil 8-maydagi, Buxoro davlat universiteti Xalqaro aloqalar bo'limining 2026-yil 24-yanvardagi 06/445-son ma'lumotnomalari). Natijada korpus tahlilining dars jarayonida qo'llanishi, talabalarning kontekst asosida lug'at boyligini oshirish modeli, differensial topshiriqlar tizimining inklyuziv ta'lim bilan uyg'unligi bo'yicha Amerika olimlari bilan hamkorlikda tajriba almashinib, tadqiqot natijalarining metodik va nazariy asoslarini yanada takomillashtirishga xizmat qilgan;

filolog talabalarining inklyuziv ta'limda ingliz tili leksik kompetensiyasini rivojlantirishda korpus tahlil natijalarining statistik va autentik materiallar bazasi sifatida konkordans qatorlari, so'z qo'llashga doir misollar ko'lami, kalit so'zning

kontekstda qo'llanilishi (KWIC), kollokatsion birliklarni aniqlash imkoniyati, ko'pso'zli iboralar (Multi-Word Expressions – MWE's) negizida so'zlardan to'g'ri va erkin foydalanish ko'nikmasini shakllantirish mexanizmi asoslangani xususidagi xulosalardan, raqamli texnologiyalar, xususan, kompyuter qurilmalari va internet tarmoqlarida mavjud ingliz tili korpuslari tahlil natijalari asosida rivojlantirish modelining samaradorligi matematik-statistik tahlillarga ko'ra isbotlanganligiga oid xulosa va tavsiyalardan Buxoro davlat universiteti axborot resurs markazi hamda inklyuziv markazi o'quv adabiyotlari yanada boyitildi va talabalar tomonidan tegishli darslar davomida samarali foydalanildi (Buxoro davlat universiteti o'quv bo'limining 2026-yil 26-yanvar sanasidagi 450-son ma'lumotnomasi). Natijada, tadqiqot doirasida ishlab chiqilgan korpusga asoslangan mashq-komplekslar, kollokatsion tahlil topshiriqlari, real kontekstlardan olingan leksik birliklar bilan ishlash metodlari hamda turli til darajasiga ega bo'lgan talabalarning ehtiyojlarini qondiruvchi differensiallashtirilgan o'quv faoliyatlaridan talabalar leksik kompetentligini oshirishda samarali foydalanish yo'lga qo'yildi;

inklyuziv guruhlar uchun mos avtomatik lingvistik tahlillarni amalga oshiruvchi COCA, Sketch Engine, AntConc kabi korpus dasturiy qurilmalari asosida leksik birliklar va kollokatsiyalarni to'g'ri ishlatish darajalarini belgilovchi mashqlar tizimi va brayl alifbosi bo'yicha nashr etilgan o'quv qo'llanmani yaratish orqali ingliz tili leksik kompetensiyasini rivojlantirishning didaktik ta'minoti takomillashtirilganligiga oid natijalardan ko'zi ojizlar jamiyati a'zolari ishtirokidagi xorijiy til o'quv mashg'ulotlari va seminar trening dasturlarida foydalanilgan (O'zbekiston ko'zi ojizlar jamiyati Buxoro viloyati bo'limining 2025-yil 4-dekabrda 2/3-67-son ma'lumotnomasi). Natijada mazkur taqdimotlar tinglovchilarning mustaqil lug'at boyligini kengaytirish, matn tahlilida kontekstual tushunishni shakllantirish hamda nutq faoliyatida aniqlikni oshirishda samara bergan;

inklyuziv ta'lim muhitida filolog talabalarning so'z qo'llashga doir leksik kompetensiyasini raqamli texnologiyalar, xususan, kompyuter qurilmalari va internet tarmoqlarida mavjud ingliz tili korpuslari tahlil natijalari asosida rivojlantirish modelining samaradorligi matematik-statistik tahlillarga ko'ra dalillangan xulosalardan Buxoro teleradiokompaniyasining "Dolzarb mavzu" ko'rsatuvi hamda Buxoro radiosining "Kun mavzusi" eshittirishida samarali foydalanilgan (Buxoro teleradiokompaniyasi Buxoro viloyati davlat muassasasining 2025-yil 11-noyabrda 01-577-son ma'lumotnomasi). Natijada teletomoshabinlarga ta'lim jarayonida raqamli korpuslardan foydalanishning samaradorligi va inklyuziv ta'lim tamoyillarining afzalliklari bo'yicha tavsiyalar berilgan.

Tadqiqot natijalarining aprobatyasi. Tadqiqot natijalari asosida 5 ta xalqaro, 3 ta respublika ilmiy-amaliy anjumanlarida ma'ruza qilingan va muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 20 ta ilmiy ish chop etilgan, jumladan, 1 ta o'quv qo'llanma hamda O'zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik

dissertatsiyalarining asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 11 ta maqola: 3 tasi respublika va 8 tasi xorijiy jurnallarda nashr qilingan. Shuningdek, 3 ta respublika konferensiyalari to'plamlarida, 5 ta xalqaro konferensiya to'plamlarida tezislar nashr qilingan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa va tavsiyalar, foydalanilgan adabiyotlar ro'yxati hamda ilovalardan iborat bo'lib, umumiy hajmi 141 sahifani tashkil etadi.

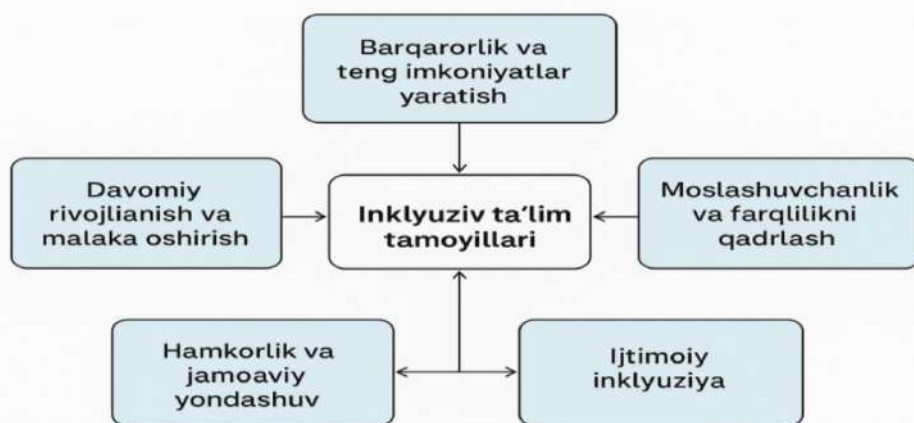
DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida mavzuning dolzarbligi va zarurati, respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi, muammoning o'rganilganlik darajasi, dissertatsiya bajarilgan ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi tavsiflangan, tadqiqotning maqsadi, vazifalari, obyekti, predmeti, usullari yoritilgan. Shuningdek, ilmiy yangiligi, amaliy natijalari, natijalarining ishonchliligi, ilmiy va amaliy ahamiyati ochib berilgan hamda natijalarning joriy qilinishi, aprotatsiyasi, e'lon qilinganligi, tuzilishi va hajmi bo'yicha ma'lumotlar keltirilgan.

Dissertatsiyaning **“Inklyuziv ta'lim va korpus lingvistikasining nazariy asoslari”** nomli birinchi bobida inklyuziv ta'lim tushunchasi va uning chet tillarini o'qitish jarayonidagi xususiyatlari, korpus tahlillarining inklyuziv ta'limda qo'llanilishiga doir tamoyillar, korpus lingvistikasi va leksik kompetensiya tushunchalari, inklyuziv ta'limga asoslangan til o'rgatish muhitini yaratishda korpusning ahamiyati borasida ilmiy-nazariy mulohaza yuritilgan.

Inklyuziv ta'lim barcha o'quvchi va talabalar, shu jumladan, nogironligi yoki maxsus ehtiyojlari bo'lgan bolalar va yoshlarga umumiy ta'lim muassasalarida teng imkoniyatlar yaratishga asoslangan ta'lim modeli hisoblanadi⁷. Mazkur ta'lim tizimi talabalarning ijtimoiy, madaniy va iqtisodiy holatidan qat'i nazar, ularning individual ehtiyojlarini qondirishga yordam beradi. Inklyuziv ta'lim faqat nogironligi bo'lgan bolalar va yoshlarni emas, balki til, madaniyat va o'quv imkoniyatlaridagi farqlari tufayli to'laqonli faoliyati cheklangan o'quvchi, talabalarni ham qamrab oladi. Ushbu yondashuv har bir insonning ta'lim olish huquqi ta'minlanganligini diqqat markaziga ko'chiradi va integrativlik asosida ta'lim muvaffaqiyatini ta'minlashga yordam beradi. Inklyuziv ta'lim sharoitida chet tillarini o'qitish talabalarning til o'zlashtirish borasidagi ehtiyojlariga moslashtirilgan pedagogik metod va vositalardan foydalanishni taqozo etadi.

⁷ UNESCO. Policy Guidelines on Inclusion in Education [Electronic resource]. – Paris : UNESCO, 2009. – URL: <https://unesdoc.unesco.org/ark:/48223/pf0000177849> (accessed: 15.03.2024).



1-rasm. Inklyuziv ta'lim tamoyillarining strukturaviy chizmasi

Mazkur sxema inklyuziv ta'limning asosiy tamoyillarini aks ettiradi. U barqarorlik va teng imkoniyatlar yaratish, o'quv jarayonining moslashuvchanligi, ijtimoiy inklyuziya, hamkorlikka asoslangan yondashuv hamda pedagoglarning doimiy malaka oshirishini ta'minlash kabi yo'nalishlarni o'z ichiga oladi.

Kuzatishlarimiz ko'rsatadiki, ba'zan inklyuziv ta'lim mohiyatan maxsus ta'lim bilan qorishtiriladi. Quyidagi jadvalda inklyuziv ta'lim, maxsus ta'lim hamda umumiy ta'limning o'ziga xos jihatlari tasvirlangan (1-jadvalga qarang).

1-jadval.

Inklyuziv ta'lim, umumiy ta'lim va maxsus ta'limning asosiy xususiyatlari

Ta'lim shakli	Kimlar uchun?	Talabalar qayerda o'qiydi?	Dasturi qanday?
Umumiy ta'lim	talabalarning barchasi uchun	oddiy sinfda	standart dastur
Maxsus ta'lim	maxsus ehtiyojli talabalar uchun	alohida sinf/markazda	moslashtirilgan yoki maxsus dastur
Inklyuziv ta'lim	barcha talabalar, shu jumladan, maxsus ehtiyojli talabalar uchun	oddiy sinfda	moslashtirilgan, qo'llab-quvvatlovchi dastur

Hozirgi kunda O'zbekistonda inklyuziv ta'limni rivojlantirish davlat siyosatining muhim yo'nalishlaridan biri bo'lib, ko'plab yutuqlar va o'zgarishlar kuzatilmoqda (2-jadvalga qarang).

2-jadval.

O'zbekistondagi inklyuziv ta'lim bilan bog'liq islohotlar

O'zbekistondagi islohotlar	Izoh
Qonunchilik islohotlari	“Ta'lim to'g'risida”gi qonun, “Nogironligi bo'lgan shaxslarning huquqlari to'g'risida”gi qonun ⁸
Inklyuziv sinflar va moslashtirilgan dasturlarning tashkil etilishi	Xalqaro hamkorlik asosida moslashtirilgan sinflar tashkil qilinishi ⁹
Pedagog xodimlarni tayyorlash	Malaka oshirish va treninglar
Texnologiyalar bilan ta'minlash	Maxsus texnik vositalarning joriy etilishi

⁸ O'zbekiston Respublikasining 2020-yil 23-sentabrdagi O'RQ-637-son “Ta'lim to'g'risida” Qonuni //https://lex.uz/docs/-5013007.; 2020-yil 15-oktabrdagi O'RQ-641-son “Nogironligi bo'lgan shaxslarning huquqlari to'g'risida” Qonuni. // https://lex.uz/acts/-5049511 (Murojaat sanasi: 13.05.2024).

⁹ UNICEF Uzbekistan. Inclusive Education in Uzbekistan: Progress and Challenges. – Tashkent: UNICEF, 2020. //https://www.unicef.org/uzbekistan/reports/inclusive-education-uzbekistan-progress-and-challenges (Accessed: 14.05.2024).

O‘zbekistonda muvaffaqiyatli inklyuziv ta’lim muhitini joriy qilish uchun ta’lim tizimida modifikatsiyalarni amalga oshirish, pedagoglarni tayyorlash va texnologik qo‘llab quvvatlash jarayonlarini yanada rivojlantirish zarur.

Ehtiyojlar tahlili(needs analysis)ga tegishli testlari yoki so‘rovnomalar orqali aniqlangan muammolar yechimiga ko‘ra talabalarning ehtiyojlarini inobatga olgan holatda pedagoglar dasturlarni muvofiqlashtirishlari zarur. Qolaversa, ularning xohish va istaklarini ham inobatga olib, o‘quv materiallarini moslashtirishlari chet tili darslarini har tomonlama to‘laqonli bo‘lishiga xizmat qiladi. Bu jarayon inklyuziv ta’limda korpus tahlillari asosida moslashtirilgan resurslarni yaratish, so‘z boyligi va grammatik murakkablikni tahlil qilish, ijtimoiy inklyuzivlikni oshirish, multimodal resurslarni ishlab chiqish kabi tamoyillarni o‘z ichiga oladi.

Chet el tajribasida har bir talaba uchun alohida ta’lim rejasi, ya’ni “Individualized Educational Plan” (IEP) tuziladi hamda individual yondashuv ta’minlanadi. Korpus tahlillari orqali talabalarning kundalik hayotida qo‘llaniladigan real kontekstual tilni tanlash va o‘rgatish imkoniyati yaratiladi. Bundan tashqari, tilda tayyor birlik sifatida qabul qilinadigan ko‘pso‘zli tuzilmalar (*Multi-Word Expressions – MWE*), masalan, *take into account (hisobga olmoq), by and large (umuman olganda, asosan)*; kalit so‘zning kontekstda ko‘rsatilishi (Key Word in Context – KWIC); so‘zlarning tilda odatdagi, ehtimolli birga kelishi – kollokatsiyalar (*masalan, make a decision (qaror qabul qilmoq), do a decision emas*) kabi birliklarni tahlil qilish asosida korpus vositalari turli talabalar uchun mos lingvistik tuzilmalarni aniqlash orqali inklyuziv ta’limni qo‘llab quvvatlaydi. MWE, KWIC va kollokatsiya usullari inklyuziv guruhlarda leksik birliklarni kontekst va tayyor tuzilmalar asosida o‘rgatgani sababli kognitiv yukni kamaytiradi, ishchi xotiraga motivatsiya beradi va bu psixolingvistik jihatdan tabiiy til o‘zlashtirish mexanizmlariga mos keladi. Ko‘pso‘zli tuzilmalar (MWE), kalit so‘zning kontekstda ko‘rsatilishi (KWIC), so‘zlarning odatiy birikishi – kollokatsiya(collocation)ga qo‘shimcha misollar bilan ilovalar havolasi (https://drive.google.com/file/d/1U_zqkzIIS2dA-L-SPfuHBtj_ehGkbzDk/view?usp=sharing) orqali tanishish mumkin (1.1.3-, 1.1.4-, 1.1.5-jadvallarga qarang).

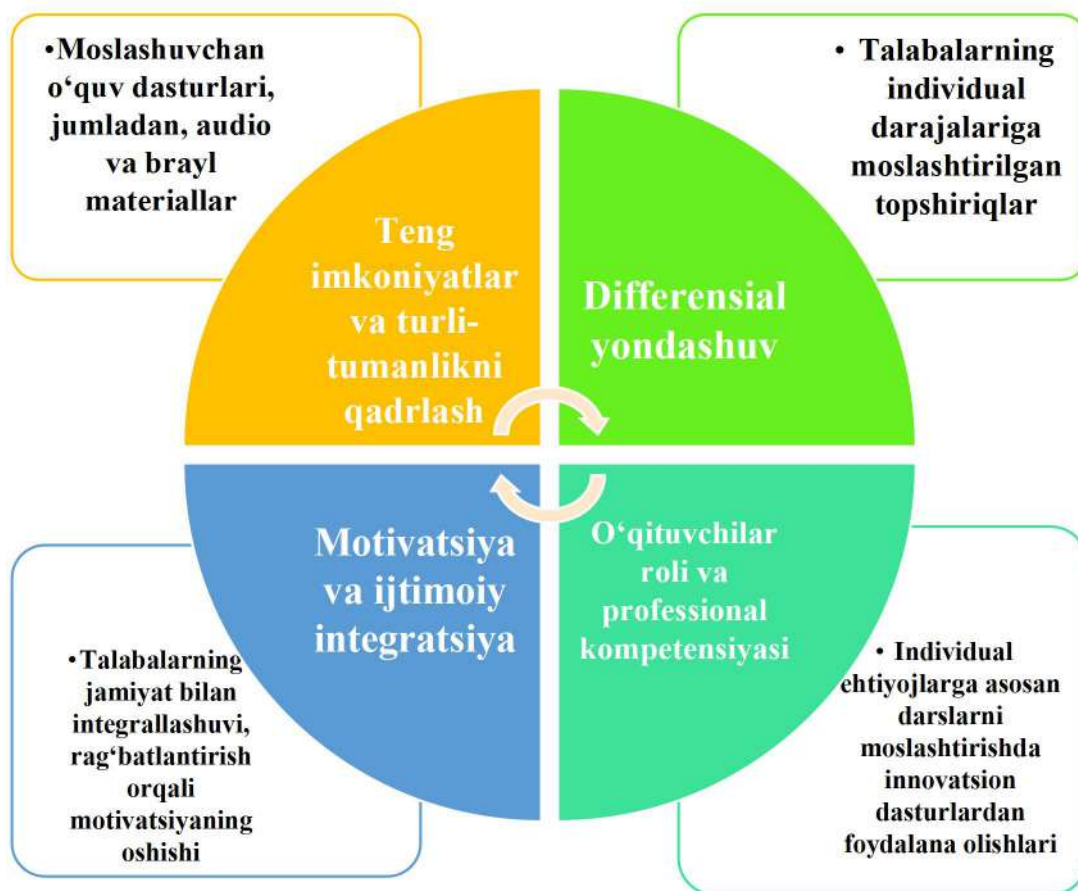
Quyida zamonaviy elektron gadjetlarga osonlik bilan skanerlash orqali dissertatsiya ilovalari havolasini yuklab olish uchun qulay QR kod formasi ishlab chiqildi (2-rasmga qarang).



2-rasm. Dissertatsiya ilovalari havolasiga o‘tish uchun QR kod

Bizningcha, korpus tahlillarining amaliy qo‘llanilishi o‘qituvchilarni qo‘llab quvvatlash; interaktiv ta’lim platformalari; foydalanuvchi markazlashgan yondashuv; sodda va aniq ko‘rsatmalar berish; qiyinchiliklarni aniqlash va hal qilish kabi muhim amallardan iborat. Quyidagi diagrammada yuqoridagi mulohazaning mantiqiy davomi sifatida teng imkoniyatlar, differensial yondashuv,

motivatsiya hamda pedagoglarni inklyuziv ta'limdagi roli nihoyatda muhimligi alohida ko'rsatilgan (3-rasmga qarang).



3-rasm. Chet tilini o'rgatishda inklyuziv ta'limning afzalliklari

Hozirgi kunda O'zbekiston ta'lim tizimida inklyuziv yondashuvni rivojlantirishga jiddiy e'tibor qaratilmoqda. Korpus tahlillari ushbu yondashuvning bir qismi sifatida *o'quv dasturlarining moslashtirilishi, o'zbek tili Milliy korpusi loyihasi kabi mahalliy korpuslar yaratish; xalqaro hamkorlik va tajriba almashish, chet tillarini o'qitishda korpus tahlillari, interaktiv texnologiyalar hamda raqamli resurslar yaratish* kabi yo'nalishlarda qo'llanilmoqda:

Korpus – tilni ilmiy asosda o'rganish uchun tuzilgan, elektron shakldagi, tizimli va belgilangan mezonlar asosida tanlangan katta hajmdagi autentik matnlar to'plamidir. Til korpusi lingvistik tadqiqotlar uchun maxsus tuzilgan, elektron shaklda saqlanadigan va autentik matnlarni o'z ichiga olgan ma'lumotlar bazasi hisoblanadi. Korpus tahlili esa, ushbu bazadagi til birliklarini kompyuter texnologiyalari yordamida chastota, kontekst, kollokatsiya va funksional jihatdan o'rganishga qaratilgan metod sanaladi. Korpusga asoslangan ta'limning asosiy yondashuvi bo'lmish muayyan ma'lumotlarga tayanuvchi ta'lim (*Data-Driven Learning – DDL*) talabalarga real til materiallari asosida til birliklarining qo'llanish usullari va qoidalarini mustaqil aniqlash imkonini beradi hamda induktiv ta'limning ustuvorligini ta'minlaydi (4-rasmga qarang).



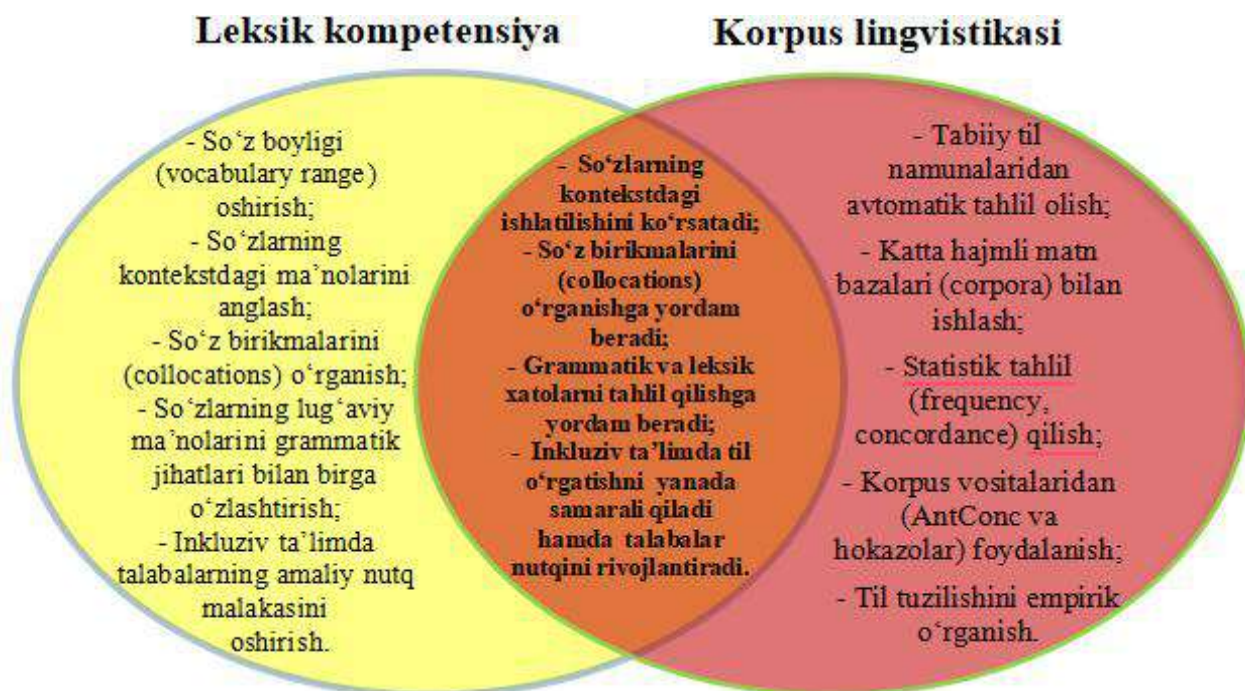
4-rasm. Korpusga asoslangan yo‘riqnomaning to‘rt bosqichli jarayoni

Mazkur jarayonda asosiy atamalarning mohiyatini anglash maqsadida muvofiqliklarni aniqlash, leksik-grammatik qoliplarni tahlil qilish, mashqlarda faol ishtirok etish hamda produktiv ko‘nikmalarda yangi o‘zlashtirilgan lug‘at birliklaridan foydalanish imkoniyati yaraladi.

Inklyuziv ta‘limga asoslangan til o‘rgatish jarayonida talabalarni individual ravishda kuzatish va baholash zarur. Korpus tahlillari mazkur jarayonda individualizatsiya va differensial yondashuvni qo‘llash, til boyligini oshirish, ehtiyojlarga mos materiallar (sodda va tushunarli vizual, audio va matnli materiallar) yaratish, ta‘lim materiallarini kontekstualizatsiya qilish, o‘quv jarayonini interaktivlashtirish, talabalarning nutq va yozuvdagi xatolarini tahlil qilish, multimodal ta‘lim resurslarini ishlab chiqishga xizmat qiladi.

Korpus tahlillari inklyuziv ta‘limda til o‘rgatish jarayoni samaradorligini oshirish maqsadida tajribali o‘qituvchilar uchun qo‘llanmalar tuzish, kengaytirilgan leksik bazalar, til o‘rganishning shaxsiylashtirilgan rejalarini yaratish kabi imkoniyatlarni taqdim etadi. O‘zbekistonda inklyuziv ta‘limni rivojlantirishda korpus tahlillari jarayoni o‘zbek tilining Milliy korpusini yaratish, ta‘limda texnologiyalarni qo‘llash hamda xalqaro hamkorlik kabi bosqichlar va tadbirlarni o‘z ichiga oladi. Korpus tahlillari va til o‘rganishda innovatsion yondashuvlar mashinali o‘qitish va sun‘iy intellekt texnologiyalari bilan integratsiyalash hamda real vaqt rejimida tilni o‘rganish kabi muayyan qulayliklarni yuzaga keltiradi.

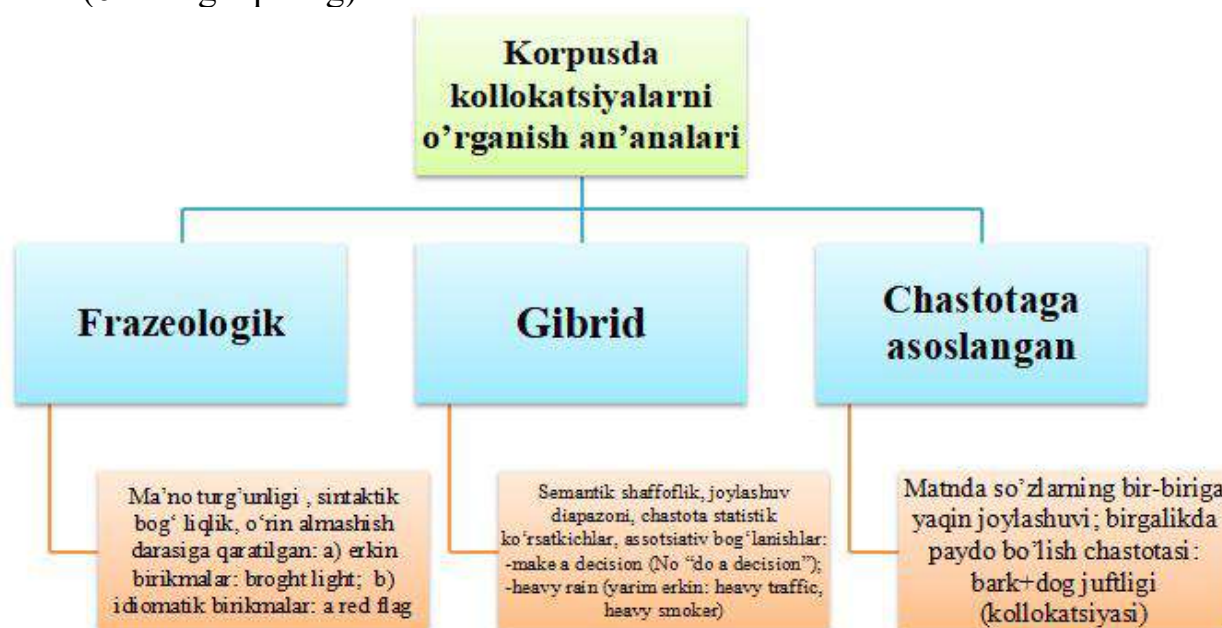
Korpus tahlilining inklyuziv ta‘lim nuqtayi nazaridan yondashilganda empirik metod, interaktivlik, diversifikatsiya kabi jihatlari mavjudligi kuzatiladi. Shu o‘rinda leksik kompetensiya va korpus lingvistikasi atamalariga e‘tibor qaratish zarur. Leksik kompetensiya talabalarning so‘z ma‘nolarini, ularning kontekstda qo‘llanilishi va so‘z birikmalarini o‘zlashtirishini ta‘minlaydi. Korpus lingvistikasi esa, til birliklarining tabiiy qo‘llanishini empirik asosda tahlil qilish imkonini beradi. Ushbu ikki yondashuvning kesishgan nuqtasi talabalarda kontekstga asoslangan so‘z tanlash, kollokatsiyalarni to‘g‘ri qo‘llash va grammatik-leksik xatolarni kamaytirishni ta‘minlab, inklyuziv oliy ta‘limda til o‘rgatish samaradorligini oshiradiki, bu talabalarning leksik kompetensiya orqali kommunikativ mahoratlarini rivojlanishiga xizmat qiladi (5-rasmga qarang).



5-rasm. Leksik kompetensiya va korpus lingvistikasining oʻziga xos va oʻxshash jihatlari

Dissertatsiyaning “Inklyuziv taʼlimda leksik kompetensiyani rivojlantirishga qaratilgan korpus tahlillar va metodik yondashuvlar” nomli ikkinchi bobida filolog talabalarning ingliz tili leksik kompetensiyasi, uni baholash metodlari va korpusga oid yondashuvlar, korpus tahlillarga asoslangan inklyuziv oʻquv materiallarini ishlab chiqish hamda korpus asosida leksik birliklarni oʻzlashtirish jarayonini takomillashtirish toʻgʻrisida fikr yuritilgan.

Korpusda kollokatsiyalarni oʻrganishda frazeologik va chastotaga asoslangan ikki asosiy anʼana mavjud. Bundan tashqari, gibriddan ham shakllangan boʻlib, u chastotaga asoslangan va frazeologik yondashuvlarning elementlarini oʻz ichiga oladi (6-rasmga qarang).



6-rasm. Korpusda kollokatsiyalarni oʻrganish anʼanalari sxemasi

AntConc kabi korpusga asoslangan vositalar o'qituvchilarga yuqori chastotali birikmalarni tizimli ravishda aniqlash imkonini beradi. Misol uchun, fe'l-ot va sifat-ot birikmalari darsliklarda ko'p tarqalgan bo'lib, inklyuziv materiallarda qayerga e'tibor berish kerakligini ko'rsatadi. Korpus dasturiy vositalari bilan inklyuziv o'qitish turli darajadagi talabalar uchun moslashtirilgan materiallarni o'z ichiga oladi. Bunda disleksiyasi (o'qish kompetensiyasi shakllanishining cheklanganligi) bo'lgan talabalar uchun materiallar soddaroq va ko'proq ko'rgazmali (vizual) shaklda tayyorlanishi joiz.

Ingliz tilining leksik aspektlari uchun korpusga asoslangan metodlar qo'llanilmoqdaki, bunda talabalarning ingliz tilidagi so'zlarni to'g'ri ishlatish qobiliyatlari baholanadi. O'zbekiston OTMLarida ingliz tilida korpusga asoslangan metodlar qo'llanilsa-da, ba'zi universitetlarda hali bu usul yetarli darajada o'rganilmagan va amalga tatbiq etilmagan. Dunyo tajribasida korpus metodlari talabalarning tilni haqiqiy kontekstda ishlatish malakalarini rivojlantirishda samarali vosita hisoblanadi. Zero, O'zbekiston ta'limida ham rivojlangan mamlakatlar qatori korpus asosida o'quv dasturlari va darsliklarining takomillashgan shakllarini yaratish zarurati seziladi.

Shuningdek, tadqiqotchining O'zbekistonning AQSH elchixonasi tomonidan taqdim etilgan "Pedagoglar malakasini oshirish dasturi" (Faculty Enrichment Program) granti sohibasi sifatida AQSHning Arkanzas shtatidagi Arkanzas universitetida olib borgan tadqiqoti va professional malaka oshirishi davomida inklyuziv ta'limda bevosita o'qitiladigan fanlar hamda fanlar doirasida ishlatiladigan muayyan texnika va texnologiyalar, maxsus dasturlar va ilovalar o'rganildi, tahlil qilindi. Bu boradagi o'quv reja va dasturlar bilan 2-rasmda berilgan QR kod formasini skanerlash orqali ilovalar havolasi (https://drive.google.com/file/d/1U_zqkzIIS2dA-L-SPfuHBtj_ehGkbzDk/view?usp=sharing)ga o'tib, tanishish mumkin (2.1.1-, 2.1.2-, 2.1.3-illovalarga qarang).

Quyida O'zbekiston va AQSH tajribasiga asoslangan inklyuziv ta'limdagi dasturlarning tahlili keltirilgan (3-jadvalga qarang).

3-jadval.

O'quv dasturlarining qiyosiy tahlili

Mezonlar	Arkanzas Universiteti, AQSH	Buxoro davlat universiteti, O'zbekiston
		SPED 4433. O'quv dasturlarini ishlab chiqish va darslarni rejalashtirish (Curriculum Development and Instructional Planning)
Inklyuzivlik darajasi	Juda yuqori – Individual ta'lim dasturi (Individualized Education Program/IEP), Yuqori samarador amaliyotlar (High Leverage Practices/HLP), Imkoniyati cheklangan talabalar markazi (Center for Students with Disabilities/CSD) bilan to'liq integratsiya mavjud.	Nazariy yondashuv ustuvor; inklyuzivlik qisman mavjud. Xorijiy tajribalar o'rganilgan, lekin mahalliy, ijtimoiy jihatdan moslashtirilgan amaliy mexanizmlar hali to'liq joriy qilinmagan. Universitetda inklyuziv markaz mavjud, ammo dasturda alohida ko'rsatma berilmagan.
Amaliy topshiriqlar	Aniq ta'riflangan; baholash ballari ko'rsatilgan.	Umumiy amaliy mashg'ulotlar bor, lekin individual ta'lim dasturi (IEP) kabi maxsus topshiriqlar haqida

		ma'lumot yo'q.
Baholash tizimi	Batafsil (ballar, baholar shkalasi).	Hujjatda baholash tizimi batafsil ko'rsatilmagan.
Qo'llab-quvvatlash infratuzilmasi	Imkoniyati cheklangan talabalar markazi (CSD), rasmiy yo'l-yo'riqlar mavjud.	Mahalliy qo'llab-quvvatlash haqida hujjatda aniq ko'rsatilmagan, lekin inklyuziv markaz mavjud.
Korpus yondashuvi	Kursda korpus bo'yicha bevosita ko'rsatma yo'q (ammo o'qitish strategiyalari bor).	Dastur leksik kompetensiyani rivojlantirish uchun asosiy manba bo'lib xizmat qiladi; hujjatga korpus tahlillar, korpusga asoslangan yondashuvni ham qo'shish kerak.
Xulosa va tavsiya	Individual ta'lim dasturi (IEP), inklyuziv metodlar yaxshi integratsiyalashtirilgan, korpus vositalarini ham qo'shish maqsadga muvofiqdir.	Inklyuzivlik qisman mavjud yanada rivojlantirish hamda korpus va inklyuzivlikni birlashtirish uchun strukturaviy qo'shimchalar kerak.

Buxoro davlat universiteti filologiya yo'nalishi o'quv dasturida fanlarning kredit va soat taqsimoti yirik hajmdagi bloklar tarzida tashkil etilgan. Masalan, "O'qish va yozish amaliyoti" fani 1-6-semestrlarda o'qitilib, umumiy 32 ECTS kredit bilan belgilangan bo'lib, 960 soatlik umumiy yuklamani o'z ichiga oladi. Ushbu yuklamaning 390 soati auditoriya, 570 soati mustaqil ta'limga ajratilgani BuxDU tizimida talaba tomonidan mustaqil o'rganishga jiddiy e'tibor qaratilishini ko'rsatadi. Haftalik dars soatlari semestrlarga qarab 4-6 soat oralig'ida belgilanadi va fan bir necha yil davomida izchil shaklda o'qitiladi.

Arkansas universitetining SPED 4433 – O'quv dasturlarini loyihalash va o'quv jarayonini rejalashtirish kursi esa, kredit va yuklama jihatidan mutlaqo boshqa modelga tayanadi. Kurs 3 kreditli bo'lib, AQSH ta'lim amaliyotiga xos ravishda auditoriya mashg'ulotlari aniq ko'rsatilgan bo'lsa-da, mustaqil ta'lim soatlari rasmiy raqamlar bilan ko'rsatilmaydi. Zero, AQSH oliy ta'limida amalda qo'llanadigan mezonga ko'ra, har 1 kreditga 2 soat mustaqil ta'lim to'g'ri kelishi qabul qilingan. Shu sababli mazkur kurs bo'yicha haftasiga o'rtacha 3 soat auditoriya mashg'ulotlari va 6 soat atrofida mustaqil ta'lim nazarda tutiladi. Biroq bu yuklama sillabusda aniq raqamlar bilan emas, balki o'qish topshiriqlari (*reading assignments*), uy vazifalari (*homework*), loyiha ishi (*project work*), Individual o'quv dasturini (*IEP*) tayyorlash kabi topshiriqlar shaklida berilgan. BuxDUda har bir fan bo'yicha auditoriya va mustaqil ta'lim soatlari aniq raqamlar bilan belgilanadi.

Shuningdek, kuzatishlar davomida aniqlaganimizdek, Arkanzas universitetida har bir dastur va asosiy darslikka asoslanib, butun kurs uchun 200-300 slayddan iborat taqdimot tayyorlangan bo'lib, ushbu taqdimot kurslar mobaynida talabalar uchun darsni yanada chuqurroq tushunishga xizmat qiladigan vizual vosita sifatida qo'llaniladi. Masalan, Curriculum Development and Instructional Planning fani uchun 284 slayddan iborat taqdimot tayyorlangan (2.1.4-ildovaga qarang). Buxoro davlat universitetida ham har bir dars mavzusiga oid alohida taqdimotlardan foydalaniladi. Mazkur taqdimotlarni fan o'qituvchisi fan doirasidagi har bir mavzuga hamda turli guruh talabalarining darajalariga moslab tayyorlaydi (2.1.5-ildovaga qarang).

Xulosa shuki, BuxDUning umumiy yondashuvi fanlarni yirik kredit bilan uzoq muddat davomida o'qitish bo'lsa, Arkanzas modeli modulga asoslangan,

qisqa, aniq kompetensiyaviy natijaga yo'naltirilgan. Demak, har ikkala tizimda mavjud bo'lmagan bo'shliq leksik kompetensiyani korpus tahlillari asosida va inklyuziv guruh sharoitida rivojlantirishdir. Shu ma'noda, mazkur tadqiqot ushbu ikki modelning afzalliklarini uyg'unlashtiruvchi yondashuvni taklif etadi va ushbu integratsiya talabalarning individual ehtiyojlarini hisobga olib, zamonaviy texnologiyalardan foydalangan holda samarali leksik tayyorgarlikni ta'minlashga imkon beradi.

O'zbekistonda ingliz tili leksik kompetensiyasini oshirishga qaratilgan korpus tahlillar asosida inklyuziv o'quv materiallarini ishlab chiqish – til o'rganishning samaradorligini oshirish va turli ijtimoiy guruhlarni, shu jumladan, nogironligi bo'lgan yoki boshqa cheklovlarga ega shaxslarni ta'lim tizimiga qamrab olishning samarali usullaridan biridir. Korpus tahlili, o'quv materiallarini ishlab chiqishda tilning haqiqiy va tabiiy ishlatilishini aniqlash maqsadida haqiqiy matnlar, kitoblar, onlayn maqolalar va suhbatlar tahlilini amalga oshiradi.

Inklyuziv o'quv materiallarining asosiy xususiyatlari turli alifboli/shriftli bo'lishi, soddalashtirilgan matnlardan tashkil topganligi, texnologiya bilan integrallashganligi, vizual va interaktiv elementlardan iboratligida namoyon bo'ladi. Qolaversa, ko'zi ojiz talabalar uchun brayl alifbosidagi qo'llanmalar va o'quv adabiyotlarini yaratish muhim. Bunda *a) differentsiyalashgan yondashuv; b) vizuallashtirilgan materiallar; c) interaktiv o'quv materiallari* kabi tamoyillarni inobatga olish lozim.

Talabalarning ingliz tilidagi leksik kompetensiyasini oshirish uchun mikro-korpuslar (mini-corpora)ni tahlil qilish, so'z boyligini kengaytirish usullari, leksik mashg'ulotlar, xususan, moslashuvchan va maqsadli leksik birliklar (flexible/adaptable and focused lexical items)ni o'rganish metodlaridan foydalanish maqsadga muvofiq. Bunda maxsus so'zlar va iboralar jamlanmalari, masalan, kasbga yo'naltirilgan ingliz tili (biznez, turizm, meditsinaga xos), kundalik suhbatlar kabi so'zlar guruhlarini yaratish orqali talabalarni ularning amaliy ehtiyojlariga mos keladigan leksikaga o'rgatish mumkin.

O'zbekistonda mazkur sohani yanada rivojlantirish uchun, avvalo, pedagog kadrlarni tayyorlash, ularni ushbu inklyuziv muhitda samarali faoliyat olib borishlari uchun yetarlicha ko'mak berish, professional bilim va ko'nikmalarini oshirish hamda qayta tayyorlash maqsadga muvofiq. O'qituvchilarni inklyuziv materiallar bilan ishlashga tayyorlash va ularning leksik kompetensiyasini oshirish, samarali o'quv jarayonining asosi bo'ladi. Chastotali tahlil va kontekstual tadqiqotlar kabi korpusga asoslangan usullar maqsadli lug'atni rivojlantirishga yordam beradi. Ushbu yondashuvlarda talabalarning individual ehtiyojlariga moslashtirilgan ta'lim qo'llab quvvatlanadi.

Ilmiy tadqiqot ishlarini o'rganish va tahlil qilish natijasida hamda amaliy pedagogik tajribadan kelib chiqib, inklyuziv ta'limda filolog talabalarning ingliz tili leksik kompetensiyasini korpus tahlillar asosida rivojlantirish modeli ishlab chiqildi (7-rasmga qarang).

INKLYUZIV TA'LIMDA FILOLOG TALABALARNING LEKSIK KOMPETENSIYASINI KORPUS TAHLILLAR ASOSIDA RIVOJLANTIRISH MODELI

MAQSAD: inklyuziv ta'lim sharoitida barcha bo'lajak filolog talabalar, jumladan, ko'zi oqiz va zaif ko'ruvchilarning ingliz tili leksik kompetensiyasini korpus tahlillar asosida rivojlantirishning ilmiy-nazariy va amaliy jihatlarini ochib berish

1. MOTIVATSION-KOMMUNIKATIV KOMPONENT

Leksik kompetensiya hamda korpus tahlillarining mazmun-mohiyatini anglash, inklyuziv ta'lim sharoitida ularning ahamiyatini tushunish

Korpus asosidagi leksik tahlillar orqali lug'aviy boylikni kengaytirishning samarali mexanizmlarini ishlab chiqish va motivatsion omillarni shakllantirish

Turli talabalar ehtiyoji va til o'rganish usullarini hisobga olgan holda ularning kommunikativ kompetensiyasini, madaniyatlararo muloqotini hamda refleksiv va tanqidiy fikrlashini o'g'a suradigan amaliy topshiriqlar va mashqlarni ishlab chiqish

2. KOGNITIV KOMPONENT

Tushunish (comprehension)

- semantik talqin
- kontekstual talqin
- pragmatik talqin
- diskursiv talqin

Tahlil (analysis)

- Korpusdagi kollokatsiyalar, ko'p uchraydigan (frequency) birliklarni tahlil qilish va kontekstda baholash
- leksik-grammatik xatolarni aniqlash va tahlil qilish
- Matnning asosiy g'oyasi, mohiyati va lafsiollarni anglash

Qayta ishlash (restructuring)

- Leksik birliklarni inklyuziv muhit talabalariga mos darajada optimalashtirish
- Murakkab birliklarni soddalashtirilgan kollokatsiyalar bilan almashtirish
- Talabalami eng qulay va yuqori chastotali leksik variantlar bilan ta'minlash

3. AMALIY-FAOLIYAT KOMPONENT

Tayyorlov bosqichi

- Inklyuziv guruhlarda ishlash mexanizmlarini tushuntirish
- Korpus dasturlari va manbalari bilan tanishtirish
- Materiallarni inklyuziv ta'limga moslashtirish

Amaliyot bosqichi

- Individual, juft va guruhlarda ishlash
- Korpusdan foydalanib leksik tahlil qilish
- Leksik birliklarni kontekstda qo'llash

Takomillashtirish bosqichi

- Mustaqil korpus tahlillarini bajarish
- Natijalarni refleksiv baholash
- Inklyuziv o'quv jarayoniga yakuniy moslashtirish

4. REFLEKSIV-ANALITIK KOMPONENT

Formativ baholash

- Dars jarayoni da kuzatish va talabalarning korpusdan foydalangan holda bajaragan amaliy mashqlarini tahlil qilish

O'z-o'zini baholash va o'zaro baholash

- Inklyuziv guruhlarda o'z-o'zini baholash va hamkorklikdagi baholashni shakllantirish

Summativ baholash

- Leksik xatolarni tahlil qilish, koreksiya va o'z faoliyatini rivojlantirish rejasini (ILP) tuzish

5. TEXNOLOGIK-DIDAKTIK KOMPONENT

Interaktiv mashg'ulotlar: korpus platformalaridan (Sketch Engine, COCA, BNC va b.) foydalanish

Raqamli resurslar: multimodal materiallar; inklyuziv ta'limga moslashtirilgan elektron korpus modullaridan foydalanish

Differensial va individual yondashuv: maxsus ehtiyojli talabalar uchun soddalashtirilgan korpus topshiriqlari

Monitoring va refleksiv tahlil: talabaning leksik kompetensiyasi o'sish dinamikasini kuzatib borish

6. BAHOLOVCHI-AZORAT KOMPONENT

A'lo

Yaxshi

Qoniqarli

Qoniqarsiz

Natija: inklyuziv ta'lim muhitida o'quv jarayonini samarali tashkil etishga qodir, ingliz tili bo'yicha rivojlangan va funksional leksik kompetensiyaga ega, lingvistik korpuslardan ilmiy-metodik faoliyatda samarali foydalanish malakasiga ega bo'lgan zamonaviy filolog mutaxassislarni tayyorlash imkonini yaratadi.

7-rasm. Inklyuziv ta'limda filolog talabalarning ingliz tili leksik kompetensiyasini korpus tahlillar asosida rivojlantirish modeli

CEFR va metodik adabiyotlarga tayangan holda, *leksik bilim (lexical knowledge)*, *kontekstual qo'llash (lexical use in context)*, *semantik farqlash (semantic discrimination)*, *kollokatsion kompetensiya (collocational competence)*, *pragmatik moslik (pragmatic appropriacy)*, *mustaqil leksik strategiyalar (lexical strategies)* kabi leksik kompetensiya tarkibiy qismlari ilmiy ishda asos qilib olindi.

Quyidagi jadvalda inklyuziv ta'lim sharoitida filolog talabalarning leksik kompetensiyasini rivojlantirish maqsadida taklif etilayotgan korpusga asoslangan mashqlar tizimi keltirilgan. Ushbu mashqlar leksik kompetensiyaning asosiy tarkibiy qismlarini shakllantirishga yo'naltirilgan bo'lib, ularning har biri CEFR talablari asosida muayyan darajalarga moslashtirilgan. Jadvalda mashqlarning metodik vazifasi, rivojlantiriladigan kompetensiya turi hamda CEFR darajalari o'rtasidagi o'zaro bog'liqlik tizimli tarzda yoritilgan (4-jadvalga qarang).

4-jadval.

Mashqlarning leksik kompetensiya komponentlari va CEFR darajalari bilan bog'liqligi

Mashq turi	Rivojlantiriladigan leksik kompetensiya	CEFR darajasi	CEFR deskriptori bilan bog'liqligi
Korpusdan so'z chastotasini aniqlash	leksik bilim	A2–B1	Talaba yuqori chastotali so'zlarni ilg'aydi va ularning asosiy ma'nosini tushunadi
Korpus asosida so'zning kontekstual ma'nosini tahlil qilish	kontekstual qo'llash	B1–B2	So'zning turli kontekstlardagi ma'nosini farqlay oladi
Sinonim va yaqin ma'noli birliklarni korpus orqali taqqoslash	semantik farqlash	B2	Nozik semantik farqlarni ajrata oladi
Kollokatsiyalarni aniqlash va gaplarda qo'llash	kollokatsion kompetensiya	B2–C1	So'z birikmalarini tabiiy va to'g'ri qo'llaydi
Autentik korpus matni asosida gap tuzish	pragmatik moslik	B2	Nutq vaziyatiga mos so'z tanlay oladi
Mustaqil korpus qidiruvi asosida mini-loyiha	leksik strategiyalar	C1	Til o'rganishda mustaqil strategiyalardan foydalanadi

Xususan, korpus asosida so'z chastotasini aniqlashga qaratilgan mashqlar leksik bilimni rivojlantirsa, kontekstual tahlil va kollokatsiyalar bilan ishlashga oid mashqlar talabalarning semantik va pragmatik kompetentligini mustahkamlaydi.

Ingliz tili leksik kompetensiyasini baholashda xalqaro tajriba va O'zbekiston OTMLaridagi metodlar, darsliklar va o'quv rejalari bir-biridan ancha farqlanadi. Ingliz tilining leksik aspektlarini o'rganish uchun samarali metod sifatida korpusga asoslangan yondashuvlar xalqaro miqyosda keng qo'llanilmoqda. O'zbekiston OTMLarida ingliz tili leksik kompetensiyasini rivojlantirishga qaratilgan metodlar va dasturlar mavjud, ammo bu sohada korpusga asoslangan tahlillar va yangi metodlarni qo'llash hali keng tarqalgan emas. O'zbekistonning ba'zi OTMLarida bu metodlar qo'llanilsa ham, umumiy ta'lim tizimida yanada kengaytirilishi va

takomillashishi zarur. Zero, O‘zbekistondagi oliy ta’lim tizimida ham zamonaviy metodlar va texnologiyalar talabalarning leksik kompetensiyasini baholashda muhim ahamiyatga ega.

Dissertatsiyaning **“Inklyuziv leksik kompetensiyani rivojlantirishda korpusga oid yondashuvning samaradorligi tahlili”** deb nomlangan uchinchi bobida pedagogik tajriba predmeti, maqsadi va vazifalari, tajriba-sinov ishlari natijalariga matematik-statistik jihatidan ishlov berilgan va uning natijalari atroflicha tahlil qilingan. Pedagogik tajribaning maqsadi – inklyuziv guruhlarda leksik kompetensiyani rivojlantirishda korpus tahlillaridan foydalanishga asoslangan metodikaning, korpus tahlillari asosida ishlab chiqilgan amaliy mashg‘ulotlarning samaradorligini amaliy jihatdan sinovdan o‘tkazish va ilmiy statistik asosini ta’minlashdan iborat. Mazkur maqsad yo‘lida talabalarning boshlang‘ich leksik kompetentlik darajasini diagnostika qilish; so‘rovnoma asosida talabalarning korpus tahlili haqidagi bilimlari va munosabatini o‘rganish; korpus asosida leksik materiallarni tanlash va ularni inklyuziv guruhlar uchun moslashtirish; talabalar uchun korpusga asoslangan mashg‘ulotlar majmuyini ishlab chiqish va tajriba guruhlariga joriy etish; amaliy-eksperimental mashg‘ulotlar o‘tkazish va nazorat guruhlar bilan solishtirish; nazorat va tajriba guruhlarini o‘rtasidagi farqlarni test, so‘rovnoma va kuzatuvlar orqali aniqlash; oraliq va yakuniy baholash (mini-testlar, chiqish testlari, yakuniy so‘rovnomalar); χ^2 kriteriysi, o‘rtacha qiymatlar, variatsiya koeffitsiyenti asosida matematik-statistik tahlil o‘tkazish; pedagogik xodimlar bilan alohida an’anaviy (offline) va masofaviy (online) so‘rovnomalar o‘tkazish hamda ularning metodik mulohazalarini umumlashtirish; tajriba natijalariga tayangan holda inklyuziv ta’lim uchun metodik tavsiyalar ishlab chiqish kabi vazifalar amalga oshirildi.

Tajriba-sinov ishlari Buxoro davlat universiteti, O‘zbekiston davlat jahon tillari universiteti va Farg‘ona davlat universitetida amalga oshirildi. Umumiy tajriba guruhlaridagi talabalar soni 207 nafarni, nazorat guruhlaridagi talabalar soni esa, 189 nafarni tashkil etdi. Guruhlar inklyuziv tamoyillarga muvofiq heterogen (turli o‘quv qobiliyatlari, o‘rganish ehtiyojlari va imkoniyatlari bor talabalarga ega) tarkibda shakllantirildi. Hozirgi kunda Buxoro davlat universitetida umumiy 42 nafar ko‘zi ojiz va zaif ko‘ruvchi talaba turli ta’lim yo‘nalishlarida tahsil olmoqda. Buxoro davlat universitetidagi tajriba-sinov davomida tajriba va nazorat guruhlarida 158 nafar bo‘lajak filolog talaba qatnashdi. Shulardan 6 tasi ko‘rish imkoniyati cheklanganlarni tashkil qiladi (10-ilovaga qarang).

O‘zbekiston davlat jahon tillari universitetidagi tajriba-sinov davomida tajriba va nazorat guruhlarida 118 nafar filolog talaba qatnashdi. Farg‘ona davlat universitetidagi tajriba-sinov davomida tajriba va nazorat guruhlarida 120 nafar filolog talaba qatnashdi. Mazkur tajriba-sinov o‘tkazilgan universitetlar talabarining statistik ma’lumotlari dissertatsiya hamda ilovalarda to‘liq ko‘rsatilgan.

Pedagogik tadqiqotlarda taklif etilgan metodikaning samaradorligi tajriba-sinov jarayonlari yakunida olingan natijalarni o‘zaro taqqoslash orqali aniqlanadi. Statistik tahlil usullari asosida ilgari surilgan g‘oyaga ko‘ra, tadqiqotning samaradorligi nazorat va tajriba guruhlarini ishtirokchilarining yakuniy natijalari orasidagi farqni aniqlash orqali baholanadi. Shu maqsadda K.Pirsonning χ^2

kriteriyasi (χ^2 -kvadrat testi)¹⁰ yordamida tajriba va nazorat guruhlari talabalarining birinchi bosqich yakuniy ko‘rsatkichlari ikkinchi, uchinchi hamda yakuniy bosqich ko‘rsatkichlari bilan qiyosiy tahlil qilindi.

Bu jarayonda gipotezalar quyidagicha belgilandi:

nol gipoteza (H): tajriba va nazorat guruhlari o‘rtasida tajriba-sinov ishlari yakunida talabalarining bilim darajasi sezilarli farq qilmaydi;

muqobil gipoteza (H): tajriba va nazorat guruhlari natijalari orasida sezilarli tafovut mavjud.

Mazkur gipotezalarni tekshirishda, avvalo, empirik qiymatning kritik qiymatga nisbatan o‘rni aniqlanadi. Statistik hisoblashlarda ahamiyatlilik darajasi (α) 0,05 deb belgilandi. Bu holda ishonchlilik ayirmasi $1 - \alpha$ ning $1 - 0,05 = 0,95$, ya’ni 95 % ishonchlik darajasiga teng ekanligi aniqlandi.

χ^2 ning $\alpha = 0,05$ bo‘lgandagi kritik qiymati 5-jadvalda berilgan.

5 – jadval.

χ^2 ning $\alpha = 0,05$ bo‘lgandagi kritik qiymati

$M-1$	1	2	3	4	5
χ^2	3,84	5,99	7,81	9,49	11,07

Yuqorida qayd etilganidek, talabalarining boshlang‘ich bilim darajalari ham alohida o‘rganildi. Tajriba-sinov jarayonida ishtirok etgan talabalar bo‘yicha dastlabki ko‘rsatkichlar quyidagi jadvalda keltirilgan (6-jadvalga qarang):

6-jadval.

Tajriba-sinov ishlarida qatnashgan talabalarining dastlabki va yakuniy natijalari

Guruhlar	Talabalar soni	Baholar							
		TB	TO	TB	TO	TB	TO	TB	TO
		“2”		“3”		“4”		“5”	
Buxoro davlat universiteti									
Tajriba	82	26	0	34	16	12	48	10	18
Nazorat	76	29	8	21	28	18	24	8	16
O‘zbekiston davlat jahon tillari universiteti									
Tajriba	62	27	0	17	9	9	36	9	17
Nazorat	56	24	9	16	16	8	17	8	14
Farg‘ona davlat universiteti									
Tajriba	63	27	0	18	12	9	37	9	14
Nazorat	57	24	6	17	22	8	19	8	10
Barcha mintaqalar bo‘yicha									
Tajriba	207	80	0	69	37	30	121	28	49
Nazorat	189	77	23	54	66	34	60	24	40

Shakllantirilgan guruhlarda o‘quv mashg‘ulotlarining samaradorligi maxsus test va anketa-so‘rovnoma natijalari orqali belgilandi hamda talabalar bilim

¹⁰ Кацман Ю. Я. Теория вероятностей, математическая статистика и случайные процессы. Учебник. – Томск: Издательство: Томского политехнического университета, 2013. – 77 с.

darajasining yakuniy ko'rsatkichlari 7-jadvalda keltirildi. Ushbu natijalarga tayangan holda har uch mintaqa oliy ta'lim muassasasi bo'yicha alohida empirik qiymatlar aniqlanib, matematik-statistik jihatdan tahlil qilindi. Tadqiqot jarayonida nazorat va tajriba guruhlar uchun o'tkazilgan test va anketa-so'rovnoma natijalari 7-jadvalda jamlangan.

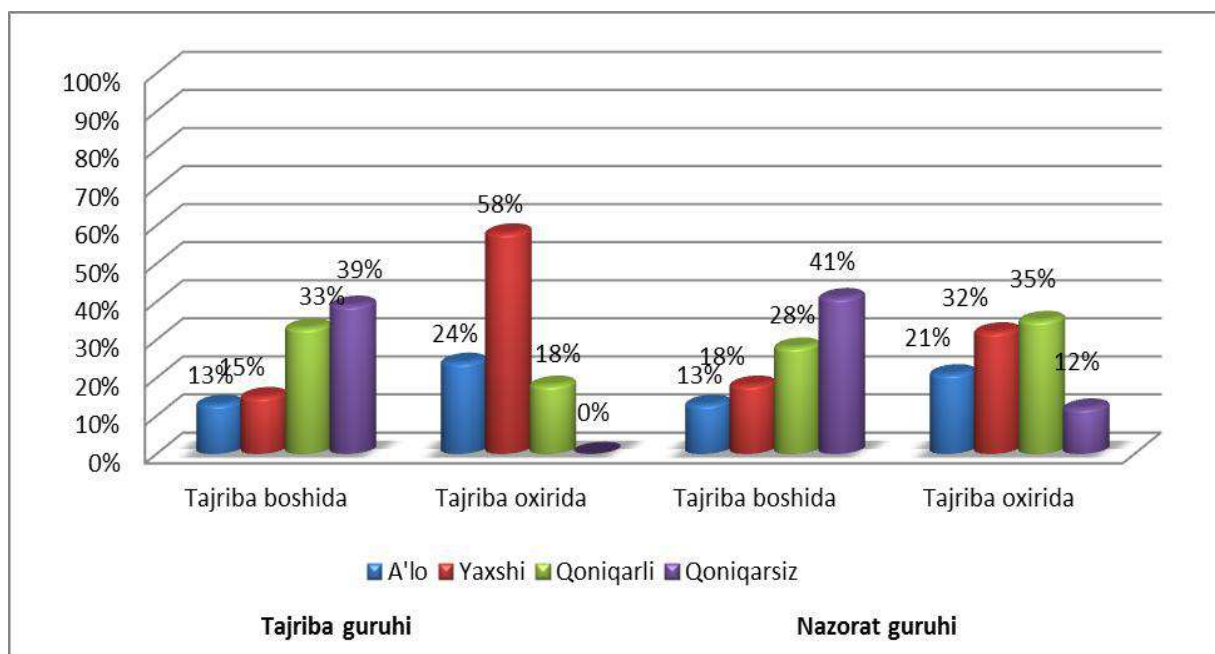
7-jadval.

Uch mintaqa oliy ta'lim muassasalari talabalarining tajriba-sinov ishlari yuzasidan umumiy natijalari

Ta'lim muassasalari	Ko'rsatkich	Tajriba guruhlar				Nazorat guruhlar			
		Tajriba boshida	%	Tajriba oxirida	%	Tajriba boshida	%	Tajriba oxirida	%
Uch mintaqa bo'yicha jami	A'lo	28	13	49	24	24	13	40	21
	Yaxshi	30	15	121	58	34	18	60	32
	Qoniqarli	69	33	37	18	54	28	66	35
	Qoniqarsiz	80	39	0	0	77	41	23	12
Jami:		207	100	207	100	189	100	189	100

Natijalar ko'rsatdiki, tavsiya etilayotgan metodika o'zini oqladi va gipoteza tasdiqlandi. Tajriba-sinov ishlari yakunida nazorat hamda tajriba guruhlar bilim darajasida sezilarli tafovut yuzaga keldi.

Tajriba guruhidagi ko'rsatkichlar nazorat guruhidagiga nisbatan 12% ($1,12 - 1,00 = 0,12$) yuqori ekanligi ushbu natijalar asosida ma'lum bo'ldi.



8-rasm. Uchta mintaqada o'tkazilgan tajriba-sinov ishlarida qatnashgan talabalarining o'zlashtirish ko'rsatkichlari diagrammasi

Olingan natijalar tahlilidan ma'lumki, o'qitish samaradorligini baholash ko'rsatkichining birdan katta chiqishi va bilish darajasini belgilovchi mezonning

musbat qiymatga ega bo'lishi tajriba guruhidagi natijalar nazorat guruhidan yuqoriligini ko'rsatadi.

Demak, tajriba-sinov jarayonining yakuniy bosqichida olingan natijalar metodikaning samarali ekanligini tasdiqladi va tadqiqotning asosiy g'oyalari dissertatsiya matnida o'z ifodasini topdi.

XULOSA

1. Korpus tahlillar inklyuziv ta'limda talabalar ehtiyojlarini qondirishga xizmat qiladigan zamonaviy va samarali vosita hisoblanadi va lingvistik murakkablikni kamaytirish, individual ta'lim resurslarini yaratish va texnologiyalardan foydalanishda qulay imkoniyatlarni yuzaga keltiradi. O'zbekistonda ushbu usulning qo'llanilishi barcha o'quv fanlari doirasida, jumladan, ingliz tili ta'limi sifatini oshirishga va til o'zlashtirishda barcha talabalar uchun teng imkoniyatlar yaratishga xizmat qiladi.

2. Korpus tahlillar inklyuziv ta'limda talabalarning individual ehtiyojlariga mos ravishda leksik kompetensiyani rivojlantirishga yordam beradi. Korpus materiallari tahlili asosida ishlab chiqilgan ta'limiy va interaktiv resurslar O'zbekistonda inklyuziv ta'limni yanada rivojlantirishga hamda uni global talablarga moslashtirishga yordam beradi.

3. Inklyuziv ta'lim tamoyillariga asoslangan korpus asosidagi ta'lim avtonomiya va tahliliy ko'nikmalarni rivojlantirish orqali leksik kompetensiyani oshirishda muhim salohiyatga ega. Zotan, muvaffaqiyatli integratsiya inklyuziv ta'lim muhitini yaratishi uchun an'anaviy usullarni o'z ichiga oladi hamda DDL strategiyalariga moslashishda talabalarning ehtiyojlari, imtiyozlari va muammolariga javob beradigan muvozanatli yondashuvni taqozo etadi.

4. Kuzatishlarimizda ingliz tili leksik kompetensiyasini baholashda dunyo tajribasi va O'zbekiston OTMLaridagi metodlar, darsliklar va o'quv rejalari bir-biridan ancha farq qilishi ko'rinadi. Korpusga asoslangan yondashuvlar, ingliz tilining leksik aspektlarini o'rganish uchun samarali metodlar sifatida xalqaro tajribada keng qo'llanilmoqda. O'zbekiston OTMLarida ingliz tili leksik kompetensiyasini rivojlantirishga qaratilgan metodlar va dasturlar mavjud bo'lsa-da, mazkur sohada korpusga asoslangan tahlillar va yangi metodlarni qo'llash hali keng tarqalmagan. Vaholanki, mazkur zamonaviy yondashuv va metodlar O'zbekiston ta'lim tizimida takomillashtirilishi zarur.

5. O'zbekistonda ingliz tili o'qituvchilari uchun inklyuziv o'quv materiallarini ishlab chiqish, talabalarning leksik kompetentligini oshirish uchun korpus tahlillarni qo'llashni bilishlari juda muhim. Bu yondashuv talabalarning ehtiyojlariga javob beradigan, ko'rgazmali, interaktiv va foydali o'quv materiallarini yaratishga yordam beradi va til o'rganish jarayonida samaradorlikni ta'minlay oladi. Korpus tahlillar filologiya talabalari duch keladigan leksik muammolarni hal qiluvchi inklyuziv, samarali o'quv materiallarini loyihalash uchun uslubiy asos vazifasini bajaradi. Korpusga asoslangan yondashuv talabalarga nutqda faol ishlatiladigan birliklarni va ularning kontekstual

qo'llanilishini tahlil qilish imkonini beradi, tabiiyki, bu talaba leksik kompetentligining mustahkamlanib, o'sib borishini va yangi lug'at birliklarini yozma hamda og'zaki nutqda samarali qo'llay olish uquvini oshiradi.

6. Korpus metodologiyalari inklyuziv ta'limda leksik kompetensiyani rivojlantirish va takomillashtirish uchun muhim vositalarni taqdim etadi, o'qitish jarayoni va amaliyoti ma'lumotlarga asoslangan va samarali bo'lishini ta'minlaydi. Real hayotiy matnlar, interaktiv materiallar va ko'ptilli resurslar talabalarga so'zlarni kontekst asosida tez va oson tushunishga ko'maklashadi. Shuningdek, leksik birliklarni qayta ishlash, takrorlash, kreativ yondashuvlar orqali talabalarning leksik kompetentligi mustahkamlanadi.

7. Ingliz tili inklyuziv ta'limi sharoitida talabalarning o'zaro hamkorligini rag'batlantirish, turli malaka darajalariga ega talabalarning juftlik yoki kichik guruhlar shaklida birgalikda korpus ma'lumotlart tahlilini amalga oshirishlari uchun muayyan vaziyatlarni yaratish maqsadga muvofiq. Bunday yondashuv tengdoshlar o'rtasida ingliz tilida o'zaro muloqotni kuchaytiradi, shuningdek, talabalar ilgari notanish bo'lgan korpus vositalari bilan mustaqil ishlashi jarayonida yuzaga keladigan psixologik to'siqlar sezilarli darajada kamayadi.

8. Korpus texnikasini yordamchi texnologiyalar bilan birlashtirgan holda gibrid modellarini yaratish va ularni o'quv jarayoniga tatbiq etish inklyuziv ta'limda leksik kompetensiyani rivojlantirish uchun zarur. Korpusga asoslangan yondashuvlar an'anaviy usullarning cheklovlarini hisobga olgan holda lug'atni o'rgatish uchun o'quvchilarga yo'naltirilgan, ma'lumotlarga asoslangan metodlar majmuyini taklif qiladi. Mazkur usullarni inklyuziv ta'limga integratsiyalash orqali leksik kompetensiyani samarali oshirishga erishiladi.

9. Ilmiy tadqiqot ishining pedagogik tajriba mazmuni va empirik tadqiqot natijasi ko'rsatadiki, korpusga asoslangan o'qitish an'anaviy usullarga nisbatan yuqori test natijalari va so'z boyligini yanada kengaytirishga olib keladi. Ilmiy tadqiqot ishining statistik tahlili esa, metodikaning samaradorligini matematik tahlillar asosida tasdiqladiki, bu inklyuziv sharoitda korpus texnologiyalarini tatbiq etish ingliz tili ta'limi uchun eng samarali va zamonaviy yo'l ekanligini dalillaydi.

TAVSIYALAR

1. Inklyuziv guruhlarda korpus tahliliga asoslangan modulni majburiy o'quv komponenti sifatida kiritish hamda talabalarning ehtiyojlariga mos keladigan yuqori chastotali so'zlar va iboralarga qaratilgan materiallarni tayyorlash uchun COCA yoki Sketch Engine kabi bepul onlayn resurslardan foydalanish muhim.

2. Inklyuziv ta'lim sharoitida talabalarning ingliz tilini o'rganishlari jarayonida leksik kompetensiyani rivojlantirish uchun kontekstual tahlil, kolokatsion xaritalar, konkordans chiziqlari bilan ishlashni muntazam joriy etish maqsadga muvofiq.

3. Texnologik resurslari cheklangan guruhlar uchun oflayn korpus paketlar yaratish joiz.

4. Pedagoglar uchun “inklyuziv korpus pedagogikasi” bo‘yicha malaka oshirish dasturlarini ishlab chiqish lozim.

5. Bilim darajasi pastroq talabalar uchun fan dasturini modifikatsiya qilish (moslashtirish) hamda differensial topshiriqlar tizimini ishlab chiqish tavsiya qilinadi.

**SCIENTIFIC COUNCIL FOR AWARDING SCIENTIFIC
DEGREES PhD.03/2025.27.12.PED.08.05 AT BUKHARA
STATE UNIVERSITY**

BUKHARA STATE UNIVERSITY

FAYZIEVA MALIKAJON CHOSHOVNA

**DEVELOPING PHILOLOGY STUDENTS' LEXICAL COMPETENCE
BASED ON CORPUS ANALYSES IN INCLUSIVE EDUCATION
(on the example of English)**

13.00.02 – Theory and methodology of education and upbringing (English)

**DISSERTATION ABSTRACT
FOR A DOCTOR OF PHILOSOPHY DEGREE (PhD)
IN PEDAGOGICAL SCIENCES**

Bukhara – 2026

The theme of the dissertation for a Doctor of Philosophy (PhD) was registered by the Supreme Attestation Commission at the Ministry of higher education, science and innovations of the Republic of Uzbekistan under № B2025.1.PhD/Ped9493.

The dissertation has been accomplished at Bukhara State University

The dissertation abstract in three languages (Uzbek, English, Russian (resume)) has been placed on the website of the Scientific Council (www.buxdu.uz) and "Ziyonet" Information-educational portal (www.ziyonet.uz).

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INTRODUCTION (annotation of the Doctor of Philosophy (PhD) dissertation)

Relevance and necessity of the dissertation topic. The process of teaching foreign languages worldwide is shifting from the traditional grammatical translation method to communicative language teaching (CLT) methods that develop speaking and communication skills in a foreign language in accordance with modern requirements. In particular, task-based and project-based learning, content and language integrated learning, blended learning, language teaching through artificial intelligence, computer-assisted language learning, and especially the preparation of educational materials based on corpus analysis define global criteria for shaping the modern generation. The high level of scientific and practical effectiveness of the linguistic corpus, particularly its ability to compile a vast linguistic database of communication forms and speech patterns of native speakers in the target foreign language, allows language learners to develop their lexical and grammatical competencies based on authentic examples. From this perspective, the improvement of foreign language teaching through linguistic corpus analysis tailored for inclusive education, as proposed in this study, is relevant to the demands of modern science.

In global inclusive education, the most advanced methods of foreign language teaching, especially for visually impaired students, include audio-based communicative approaches, Braille-based foreign language instruction, teaching through screen readers and AI tools, oral communication-based foreign language teaching systems, the natural approach, podcasts, audiobook and audio dialogue-based instruction, speech-to-text and text-to-speech integration, as well as foreign language teaching based on large language databases, including corpora. Regarding the application of corpus analysis in inclusive education, it should be noted that the content and volume of various linguistic corpora provide authentic information about the modern and actual usage of specific lexical units, phrases, phraseological units, or terms. In this context, corpora become convenient tools for analyzing the functioning of lexical units in morphology, syntax, and vocabulary, as well as in translation theory and practice, determining their formal or informal usage registers. Indeed, new-generation corpora are of great importance in developing students' lexical competence as a crucial resource for enhancing integrative English language skills in inclusive education.

In our country, strategic documents in the field of education for 2019-2025, including the "Uzbekistan Partnership Compact for Education Reform," define strengthening inclusive education and ensuring equal opportunities for all at all levels of education as the main goal. Within the framework of these documents, inclusive standards, teacher training, and educational standards are being updated, and national roadmaps are creating a foundation for preparing teachers for inclusive instruction (including foreign language teaching) and adapting educational materials (audio, Braille, digital formats)¹. In this context, meeting societal needs in inclusive education and enhancing learners' lexical diversity in integrated English language skills through corpus-based analysis within modern methodological approaches constitute pressing demands of the present time. This

¹ Uzbekistan partnership compact for education reform. URL: <https://www.unicef.org/uzbekistan/media/5671/file> (Murojaat sanasi: 29.11.2025)

dissertation contributes, to a certain extent, to the implementation of the objectives set forth in the Law of the Republic of Uzbekistan LRU No.637 "On Education" dated September 23, 2020, Presidential Edict No.6108 "On Measures for the Development of Education and Science in the New Period of Uzbekistan's Development" dated November 6, 2020, Presidential Edict No.60 "On the Development Strategy of New Uzbekistan for 2022-2026" dated January 28, 2022, Presidential Edict No.134 "On Approving the National Program for the Development of School Education for 2022-2026" dated May 11, 2022, Presidential Edict No.158 "On the Strategy "Uzbekistan-2030" dated September 11, 2023, Decrees of the President of the Republic of Uzbekistan Presidential Decree No.209 "On Measures to Improve the Quality of Education and Further Enhance the Activities of Specialized Boarding Schools for Blind and Visually Impaired Children" dated April 18, 2022, Resolution No. PQ-407 of October 20, 2022, "On Additional Measures for the Development of the Uzbek Sign Language and the Braille Alphabet," and Resolution No. 34 of January 19, 2022, "On Additional Measures to Improve the Study of Foreign Languages," adopted by the Cabinet of Ministers of the Republic of Uzbekistan, as well as in other relevant regulatory and legal documents in the field.

Compliance of the research with the priority directions of science and technology development of the republic. The dissertation was carried out in accordance with the priority direction I of the development of science and technology of the republic: "Formation of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual and educational development of the information society and a democratic state."

Problem development status. Using computer technologies, corpus linguistics studies, teaches, and analyzes language. In the last decade, interest in the use of language corpora and computer tools for language education has increased significantly. Based on the nature and laws of a particular language, the analysis of language using computer programs has opened wide opportunities for applying complementary analytical results from linguistics and computer science, as well as linguistics and statistics, to language teaching. In particular, among the scientists who contributed to the development of this field, one can cite the scientific works of researchers such as B. Kennedy, S. Gries, D. Biber, S. Conrad, and J. Sinclair². In our country, scholars such as G.Kh.Bokiyeva, J.J.Jalolov, G.T.Mahkamova, L.T.Akhmedova, M.T.Iriskulov, and F.M.Rashidova³ have engaged in the methodology of language teaching. Additionally, scholars such as

² Cennedy B., Hoover J. et.al. Moral Foundations Twitter Corpus: A Collection of 35k Tweets Annotated for Moral Sentiment./ <https://journals.sagepub.com/doi/epub/10.1177/1948550619876629>, 2020. – Pp. 1057-1071.; Gries S. Syntactic Priming: A Corpus-based Approach. *Journal of Psycholinguistic Research*, 2005. – Pp. 366-399.; Biber D. Methodological Issues Regarding Corpus-based Analyses of Linguistic Variation. *Literary and Linguistic Computing*, <https://doi.org/10.1093/lc/5.4.257>. – 1990. – B. 257 – 269; Konrad. R., Hanke T., Gabriele L., Susanne K., Lutz K., Rie N., Anja R. Public DGS Corpus: Annotation Conventions. <https://www.fdr.uni-hamburg.de/record/823>, 2022; Sinclair J. *Teaching and Language Corpora*. 9781315842677_previewpdf (1).pdf, 1998. – Pp. 25 – 40

³ Бакиева Г., Махкамова Г., Кулдошев А. *English 3*. – Ташкент, 2007.; Jalolov J., Makhkamova G., Ashurov Sh. *English Language Teaching Methodology*, Tashkent: Fan va texnologiya, 2015. – 338 p., Axmedova J.T. *Личностно-ориентированный подход к современному обучению и воспитанию студентов высших учебных заведений // Ўзбекистонда хорижий тиллар*, 2016. – № 4 (12). – С. 256-260; Рашидова Ф.М. *CEFR асосида чет тилларни ўрганиш, ўқитиш ва баҳолашда касб маҳорати // Узлуксиз таълим*. – Т., 2016. – № 6. – Б. 70-71.; Ирискулов М.Т. *Чет тилларни ўқитишда CEFR ўрни // Узлуксиз таълим*. – Т., 2016. – № 1. – Б. 77-83.

F.Sh.Alimov, Sh.Kh.Akbarova, U.A.Masharipova, G.S.Sabirova, G.Sh.Tajibayev, and Kh.U.Saydullayeva⁴ have expressed their theoretical views on the specific features and problems of teaching English in their research. The development of lexical competence in inclusive education and the pedagogical and psychological foundations of learning and teaching foreign languages have been researched in the works of L. Florian, K. Black-Hawkins, P. Mittler, R. Slee, R. Barnett, N. Alzahrani, D. Mitchell, D. Sutherland, T. Makarova, N. Ershova, V. Chigintseva, I. Kireyeva, V. Dzhabrailova, and M. Fomicheva⁵. Furthermore, in the practice of creating electronic, national, educational, and parallel corpora of the Uzbek language, as well as in the development of their theoretical foundations, it is appropriate to cite as examples the significant scientific research of scholars such as N.Z. Abdurakhmanova, Sh.M. Khamroeva, G.I. Toyirova, G.Kh. Begmatova, A.A. Rakhmanova, U.M. Kholiyorov, D.K. Elova, N.B. Ataboyev, and R.A. Karimov⁶.

However, the development of students' English lexical competence in inclusive education through corpus-based analysis, as well as the linguistic

⁴ Алимов Ф.Ш. Инглиз тилида ёзув компетенциясини шакллантириш: Пед. фан. бўйича фалс. д-ри (PhD) дис. автореф. – Тошкент, 2018. – 42б., Акбарова Ш.Х. Мактабгача ёшдаги болаларга инглиз тили лексикасини ўргатиш методикаси: Пед. фан. бўйича фалс. д-ри (PhD) дис. автореф. – Тошкент, 2020. – 53 б., Машарипова У.А. Инновацион таълим шароитида бошланғич синф ўқувчиларининг нутқ маданиятини шакллантириш методикаси: Пед. фан. бўйича фалс. д-ри (PhD) дис. автореф. – Тошкент, 2018. – 45 б., Сабирова Г.С. Умумтаълим мактаблари ўқувчиларига инглиз тили олмошларини ахборот технологиялари асосида ўргатиш методикаси: Пед. фан. бўйича фалс. д-ри (PhD)... дис. автореф.–Тошкент, 2017. – 41 б., Тажибаев Г.Ш. Бошланғич синф ўқувчиларига чет тили ўқитишда коммуникатив ёндашув: Пед. фан. бўйича фалс. д-ри (PhD)... дис. автореф. – Тошкент, 2018. – 45 б., Saydullayeva X. U. Konchilik yo‘nalishi talabalarida ingliz tilini o‘qitishda leksik kompetensiyani rivojlantirish metodikasi: Ped.fan.bo‘yicha fals. d-ri(PhD)... dis. avtoref. – Samarqand, 2024. – 63 b.

⁵ Florian L., Black-Hawkins K. Exploring inclusive pedagogy // *British Educational Research Journal*, 2011. – Vol. 37, No. 5. – P. 813–828; Mittler P. Working towards inclusive education: Social contexts. – London: David Fulton Publishers, 2012; Slee R. Defining the scope of inclusive education // *International Journal of Inclusive Education*, 2018. – Vol. 22, No. 1. – P. 1–17; Barnett R. Leading with meaning: Why diversity, equity, and inclusion matters in US higher education // *Perspectives in Education*, 2020. – Vol. 38, No. 2. – P. 20–35; Alzahrani N. The development of inclusive education practice: A review of literature // *International Journal of Early Childhood Special Education*, 2020. – Vol. 12, No. 1. – P. 68–83; Mitchell D., Sutherland D. What really works in special and inclusive education: Using evidence-based teaching strategies. – London: Routledge, 2020; Чигинцева В. В. Особенности формирования лингвистической компетенции обучающихся с ограниченными возможностями здоровья // *Вестник Томского государственного педагогического университета*, 2016. – № 3 (168). – С. 96–101; Макарова Т. С. Адаптация общеобразовательных программ к специальным образовательным потребностям обучающихся с ОВЗ // *Инклюзивное иноязычное образование сегодня: проблемы и решения*, 2017. – С. 22–32; Киреева И. А., Джабраилова В. С., Фомичева М. П. Лингводидактический потенциал электронных средств учебного назначения при обучении иностранным языкам в инклюзивном образовании // *Концепт*, 2018. – № 6. – С. 55–65; Ершова Н. А. Формирование инклюзивной компетентности педагогов общеобразовательных учреждений // *Наука и образование: сохраняя прошлое, создаём будущее*, 2020. – № 49.

⁶ Abdurahmonova N.Z. O‘zbek tili elektron korpusining kompyuter modellari: Filol. fan. d-ri. (DSc) diss. avtoreferati. – Toshkent, 2021. – 73 b.; Хамроева Ш.М. Ўзбек тили морфологик анализаторининг лингвистик таъминоти: Филол. фан. д-ри (DSc) дисс. автореферати – Фарғона, 2021. – 76 б.; Тоирова Г.И. Ўзбек тили миллий корпусини яратишнинг назарий ва амалий масалалари: Филол. фан. д-ри (DSc) дисс. автореферати – Бухоро, 2021. – 72 б.; Бегматова Г.Х. Ўзбек тили миллий корпусида идиомалар базасини яратиш: Филол. фан. фалс. д-ри (PhD) дисс. – Термиз, 2021. – 143 б.; Рахманова А.А. Ўзбек тили миллий корпусини яратишдаги компьютер усуллари: Филол. фан. фалс. д-ри (PhD) дисс. – Тошкент, 2021. – 161 б.; Холиёров Ў.М. Ўзбек тили таълимий корпусини тузишнинг лингвистик асослари: Филол. фан. фалс. д-ри (PhD) дисс. – Термиз, 2021. – 181 б.; Каримов Р.А. Ўзбек-инглиз параллел корпусини тузишнинг лингвистик ва дастурий масалалари: Филол. фан. фалс. д-ри (PhD) дисс. – Бухоро, 2022. – 148 б.; Элова Д.Қ. Ўзбек тили корпуси бирликларининг услубий тегларини яратиш тамойиллари ва лингвистик таъминоти: Филол. фан. фалс. д-ри (PhD) дисс. автореф. – Тошкент, 2022. – 65 б.; Ataboyev N. Mediamatnlar diaxronik korpusida til rivojining empirik tahlil tamoyillari (gazeta materiallari misolida): Filol. fan. d-ri (DSc) dis. avtoref. – Farg‘ona, 2024. – 72 b.

challenges associated with vocabulary expansion, have not been comprehensively investigated, and pedagogical recommendations for their application in the educational process have not yet been developed.

Relevance of the dissertation research with the plans of scientific research work of the higher educational institution where the dissertation has been carried out. The research has been carried out within the framework of the scientific research plan entitled “Corpus Linguistics, Applied Linguistics, and Foreign Language Teaching” (2023–2026) of the Department of English Literary Studies and Translation Studies at Bukhara State University.

The aim of the research is to reveal the scientific-theoretical and practical aspects of developing English lexical competence of visually impaired future philology students based on corpus analysis in the context of inclusive education.

The objectives of the study are as follows:

to investigate the process of developing English lexical competence of philology students in inclusive education based on international experience and to determine its didactic potential;

to theoretically analyze and specify the role and significance of linguistic corpora and corpus-based materials in foreign language teaching within an integrative approach;

to develop a model for enhancing the English lexical competence of philology students, including blind and visually impaired learners, in inclusive education settings on the basis of corpus analysis;

to improve didactic support aimed at developing philology students' competence in the correct use of lexical units and collocations through corpus-based authentic materials, to determine the effectiveness of experimental implementation, and to develop appropriate recommendations.

The object of the research is the process of developing the lexical competence of future philology students in inclusive education based on corpus analysis, involving 396 students from Bukhara State University, Uzbekistan State World Languages University, and Fergana State University.

The subject of the research comprises the forms, methods, and means of developing the lexical competence of future philology students based on corpus analysis results in an inclusive educational environment.

Methods of the research. The research process employed observation of the educational process, study and analysis of specialized literature, corpus analysis, empirical analysis, surveys, experimental work, mathematical and statistical analysis, as well as special pedagogical methods - observation, experiment, and oral and written surveys.

The scientific novelty of the research is as follows:

The significance of corpus-based instruction has been elucidated alongside such methods and tools existing in the international inclusive education system as the audio-communicative approach, Braille-based instruction, automated tutoring systems and artificial intelligence tools, oral communication-based systems, the natural approach, podcast-based, audio book-based, and audio dialogue-based teaching, as well as speech-to-text and text-to-speech integration;

It has been demonstrated that corpus analysis results in developing English lexical competence of future philology students in inclusive education enhance

language fluency in word usage, based on features such as concordance lines, examples of word usage, keyword in context (KWIC), identification of collocations, and multi-word expressions (MWEs), serving as a basis for statistical and authentic materials;

The didactic support for developing English lexical competence using corpus software like COCA, Sketch Engine, and AntConc, which perform suitable automatic linguistic analysis for inclusive groups, has been improved by creating an exercise system determining levels of correct lexical unit and collocation usage, and developing a Braille alphabet-based textbook;

The effectiveness of the model for developing future philology students' lexical competence in word usage within an inclusive educational environment, based on English language corpus analysis results available through digital technologies, particularly computer devices and the internet, has been proven through mathematical and statistical analysis.

The practical results of the research are as follows:

In the context of inclusive education, a teaching manual entitled “*Reading Passages: A Corpus-Based Approach to Foster Lexical Competence in Inclusive Education*”, has been developed to enhance the didactic potential of corpus-based instruction for improving philology students' lexical competence and teachers' inclusive pedagogical skills, while also providing a theoretical analysis of the process.

The effectiveness of an exercise complex based on corpus linguistics, adapted for students with varying language levels and abilities, focusing on lexical unit selection, collocation feature identification, and contextual application, has been empirically validated, and the developed methodological recommendations have been implemented in the inclusive educational process;

The application mechanisms of differentiated instructional technologies aimed at fostering lexical competence in inclusive groups have been refined, and the developed practical tasks and corpus-based learning materials have been successfully implemented through experimental lessons.

The reliability of the research results. The theoretical and methodological foundations of the study are grounded in reliable scientific sources. The implementation of the results in educational practice, as well as their application in scientific seminars, conferences, and methodological works, serves as evidence of the study's reliability. The published findings based on the study's conclusions have been positively evaluated by the scientific community. The identified problems were addressed using practical methods such as social and pedagogical techniques (organization, data collection, observation, questionnaires, interviews, dialogues) and experimental procedures (diagnostic and control tools). Furthermore, the theoretical conclusions and hypotheses have been effectively applied in practice.

The scientific and practical significance of the research results

The scientific significance of the research results lies in the fact that the results contribute to developing the lexical competence of philology students in inclusive education, including their contribution to the methodology of teaching foreign languages and comparative linguistics, applied and computational linguistics, literary studies and country studies for foreign education programs, and

the fields of TELL (Technology Enhanced Language Learning) and CALL (Computer-assisted Language Learning). Predominantly, they provide valuable insights for scientific research on language learning and teaching based on modern technology and computers, as well as for teaching language methodology, educational technologies, and intercultural communication.

The practical significance of the research results is demonstrated through their application in organizing lectures, seminars, and trainings on developing computerized corpus and lexical competence. They also contribute to creating various field-specific programs, teaching aids, and textbooks. Furthermore, the results ensure effective use of modern technologies, computer programs, and corpus analysis in language teaching processes. Additionally, they can be implemented as a practical resource for developing students' communicative competence during practical classes and laboratory sessions.

Implementation of the research results. Based on the results of a study on developing the lexical competence of philology students in an inclusive educational environment using corpus analysis:

conclusions about the proven importance of teaching based on corpus analysis in global practices of foreign language instruction within inclusive educational environments, particularly for visually impaired language learners, alongside methods such as audio-communicative approaches, Braille-based learning processes, automatic readers and artificial intelligence tools, systems based on oral communication, natural approaches, podcasts, audio book and audio dialogue-based teaching, and speech-to-text and text-to-speech integration, were utilized in discussions with international experts during scientific seminars, presentations, and academic meetings on teaching English in inclusive education at the University of Arkansas, Arkansas, USA. Specifically, research presentations were conducted for University of Arkansas students and researchers, as well as McNair and Owl Creek School students, on Inclusive Education and Supporting Students with Disabilities in Acquiring Knowledge and Skills. (Reference from the University of Arkansas, Arkansas, USA dated May 8, 2023; Reference Letter No. 06/445 dated January 24, 2026, issued by the International Relations Department of Bukhara State University). Consequently, presentations were delivered on the application of corpus analysis in the lesson process, models for enhancing students' contextual vocabulary, the compatibility of differentiated task systems with inclusive education, and experiences were exchanged with American scholars, serving to further improve the methodological and theoretical foundations of the research results;

based on the conclusions that corpus analysis results provide a statistical and authentic basis for developing English lexical competence of philology students in inclusive education through concordance lines, word usage examples, KWIC, identification of collocations, and Multi-Word Expressions (MWEs) and on the findings that the effectiveness of the corpus-based development model using digital technologies has been statistically confirmed, the educational resources of the Information Resource Center and the Inclusive Education Center of Bukhara State University were further enriched and effectively used by students (Reference No. 450, dated January 26, 2026, Academic Department of Bukhara State University). As a result, corpus-based exercises, collocational tasks, authentic-

context activities, and differentiated instruction for students of different proficiency levels were implemented and proved effective in improving students' lexical competence;

the didactic support for developing English lexical competence in inclusive groups has been enhanced through the creation of a system of exercises based on corpus software tools such as COCA, Sketch Engine, and AntConc, which perform automatic linguistic analyses and a published instructional manual in Braille that guides the correct use of lexical units and collocations. The results of this approach were applied in foreign language lessons and seminar-training programs involving members of the Society of the Blind of Uzbekistan (Bukhara regional branch, certificate No. 2/3-67, 4 December 2025). Consequently, these sessions contributed to expanding participants' independent vocabulary, fostering contextual comprehension in text analysis, and improving precision in spoken communication;

The findings regarding the effectiveness of a model for developing lexical competence through digital technologies—particularly computer-based tools and the analysis of English language corpora available on the Internet—have been statistically substantiated through mathematical analysis. These findings were effectively presented in the television program “*Topical Issue*” (Dolzarb Mavzu) of the Bukhara Television and Radio Company and in the radio broadcast “*Topic of the Day*” (Kun Mavzusi) of Bukhara Radio (Certificate No. 01-577, dated 11 November 2025, issued by the Bukhara Regional State Institution of the Television and Radio Company). As a result, recommendations on implementing lexical analysis in teaching practices, the effectiveness of using digital corpora in the educational process, and the advantages of inclusive education principles were disseminated to the public.

Approbation of the research results. The research findings were discussed at national and international scientific and practical conferences and positively evaluated by the scientific community. Specifically, the results were presented and discussed at 5 international and 3 national scientific and practical conferences.

Publication of the research results. A total of 20 scientific works have been published on the topic of the dissertation, including one instructional manual, 11 articles based on the main scientific results of the doctoral dissertation (three in national journals and eight in international journals), as well as conference papers in three national and five international conference proceedings.

Structure and volume of the dissertation. The dissertation consists of an introduction, three chapters, conclusions and recommendations, a list of references, and appendices, with a total volume of 141 pages.

THE MAIN CONTENT OF THE DISSERTATION

The introduction outlines the relevance and significance of the topic, its alignment with the priority directions of the development of science and technology in the Republic, the degree to which the problem has been studied, and its connection with the research plans of the educational institution where the dissertation was conducted. The aim, objectives, research object and subject, as well as the methods used, are described. Furthermore, the scientific novelty, practical results, reliability of the findings, and their scientific and practical

significance are highlighted. Information is also provided regarding the implementation, validation, publication of the results, as well as the structure and volume of the dissertation.

The first chapter of the dissertation, entitled *“Theoretical Framework of Inclusive Education and Corpus Linguistics,”* describes a scientific-theoretical discussion of the concept of inclusive education and its features in the process of teaching foreign languages, the principles of applying corpus analysis in inclusive education, the concepts of corpus linguistics and lexical competence, and the importance of corpus in developing a language learning environment based on inclusive education.

Inclusive education is an educational model based on creating equal opportunities for all pupils and students, including children and young people with disabilities or special needs, in general education institutions⁷. This education system helps meet the individual needs of students, regardless of their social, cultural, and economic status⁸. Inclusive education covers not only children and young people with disabilities but also pupils and students who are limited due to differences in language, culture, and learning opportunities. This approach ensures everyone's right to education and contributes to their successful integration into society. Inclusive education requires the use of pedagogical methods and tools adapted to the needs of students in the process of teaching foreign languages.

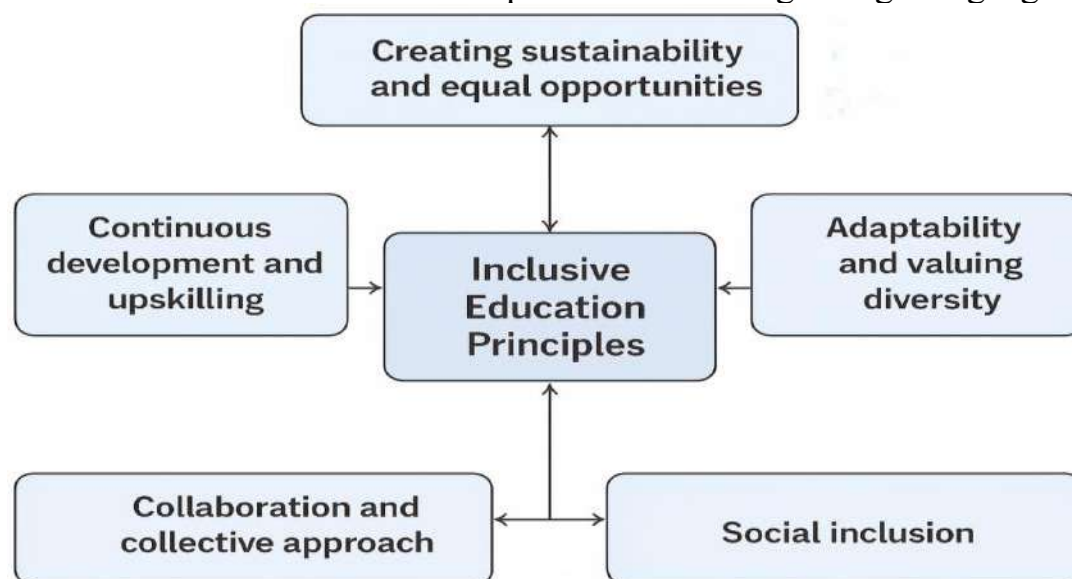


Figure 1. Structural diagram of the principles of inclusive education

This diagram reflects the basic principles of inclusive education. It includes areas such as ensuring stability and equal opportunities, flexibility of the educational process, social inclusion, a collaborative approach, and continuous professional development of teachers.

⁷ UNESCO. Policy Guidelines on Inclusion in Education [Electronic resource]. - Paris: UNESCO, 2009. - URL: <https://unesdoc.unesco.org/ark:/48223/pf0000177849> (accessed: 15.03.2024)

⁸ Slee R. The Irregular School: Exclusion, Schooling and Inclusive Education. - London: Taylor & Francis Group, 2010. - URL: <https://ebookcentral.proquest.com/lib/uark-ebooks/detail.action?docID=684108> (accessed: 31.02.2024)

Many people confuse inclusive education with special education. The table below illustrates the distinctive features of inclusive education, special education, and general education (*see Table 1*).

Table 1

Key characteristics of inclusive education, general education, and special education

Type of Education	Target Learners	Learning Environment	Curriculum Features
General Education	All learners	Regular classroom	Standard curriculum
Special Education	Learners with special needs	Separate classroom/center	Adapted or specialized curriculum
Inclusive Education	All learners, including those with special needs	Regular classroom	Adapted, supportive curriculum

Currently, the development of inclusive education in Uzbekistan is one of the important directions of state policy, and many achievements and changes are being observed (*see Table 2*).

Table 2

Reforms in Uzbekistan

Reforms in Uzbekistan	Notes
Legislative reforms	The Law on Education The Law on the Rights of People with Disabilities ⁹ .
Organization of inclusive classes and adapted programs	Establishment of adapted classes based on international cooperation ¹⁰
Training teachers	Advanced professional development and trainings
Provision of technologies	Implementation of special technical devices

To successfully implement an inclusive educational environment in Uzbekistan, it is necessary to make modifications in the education system, further develop the processes of teacher training and technological support.

Teachers' efforts to adapt programs according to student needs identified through "Needs analysis" tests or questionnaires, as well as tailoring educational materials to students' wishes and desires, serve to make foreign language lessons comprehensively effective. In inclusive education, corpus analysis includes principles such as creating personalized resources, analyzing vocabulary and grammatical complexity, increasing social inclusiveness, and developing multimodal resources. In international practice, an "Individual Educational Plan" (IEP) is created for each student, providing an individualized approach. Through corpus analysis, there is an opportunity to select and teach real contextual language used in everyday life. In addition, corpus tools support inclusive education by analyzing linguistic units such as *Multi-word Expressions (MWE)*, *Key Words in Context (KWIC)*, and *collocations* – that is, the habitual co-occurrence of words in the language. For example, MWEs include *take into account* (to consider), *by and*

⁹ Law of the Republic of Uzbekistan No. 637 “On Education,” dated 23 September 2020 <https://lex.uz/docs/-5013007>, Law of the Republic of Uzbekistan No. 641 “On the Rights of Persons with Disabilities,” dated 15 October 2020 <https://lex.uz/acts/-5049511> (accessed 13 May 2024)

¹⁰ UNICEF Uzbekistan. *Inclusive Education in Uzbekistan: Progress and Challenges*. – Tashkent: UNICEF, 2020. – [Electronic resource]. – URL: <https://www.unicef.org/uzbekistan/reports/inclusive-education-uzbekistan-progress-and-challenges> (accessed: 14.05.2024).

large (generally, mostly); KWIC involves presenting a key word within its authentic context; collocations include phrases like *make a decision* (rather than the incorrect *do a decision*). By identifying linguistically appropriate structures for different learners, these methods facilitate teaching in inclusive classrooms. The use of *MWE*, *KWIC*, and *collocations* in inclusive groups allows lexical items to be taught within context and ready-made structures, thereby reducing cognitive load, supporting working memory, and aligning with psycholinguistically natural language acquisition mechanisms. Additional examples of *multi-word expressions (MWEs)*, *key words in context (KWIC)*, and *collocations* can be found in the appendices (see tables 1.1.3, 1.1.4, and 1.1.5) through the link: https://drive.google.com/file/d/1U_zqkzIIS2dA-L-SPfuHBtj_ehGkbzDk/view?usp=sharing).

For convenience, a QR code has been generated to allow easy scanning and access to the dissertation appendices on modern electronic devices (see Figure 2).



Figure 2. QR code for the appendix of the dissertation

In our view, the practical applications of corpus analysis include important practices such as supporting teachers, developing interactive educational platforms, implementing a user-centered approach, providing clear and concise instructions, and identifying and addressing challenges.

In the diagram below, as a logical extension of the aforementioned discussion, the concepts of equal opportunities, differentiated approaches, learner motivation, and the pivotal role of teachers in inclusive education are distinctly emphasized (see Figure 3).

Currently, serious attention is being given to developing an inclusive approach in the education system of Uzbekistan. As part of this approach, corpus analysis is being applied in the following areas:

- 1) adaptation of curricula;
- 2) creation of local corpora, such as the National Corpus of the Uzbek
- 3) language project;
- 4) international cooperation and exchange of experience;
- 5) corpus analysis in foreign language teaching;
- 6) development of interactive technologies and digital resources.

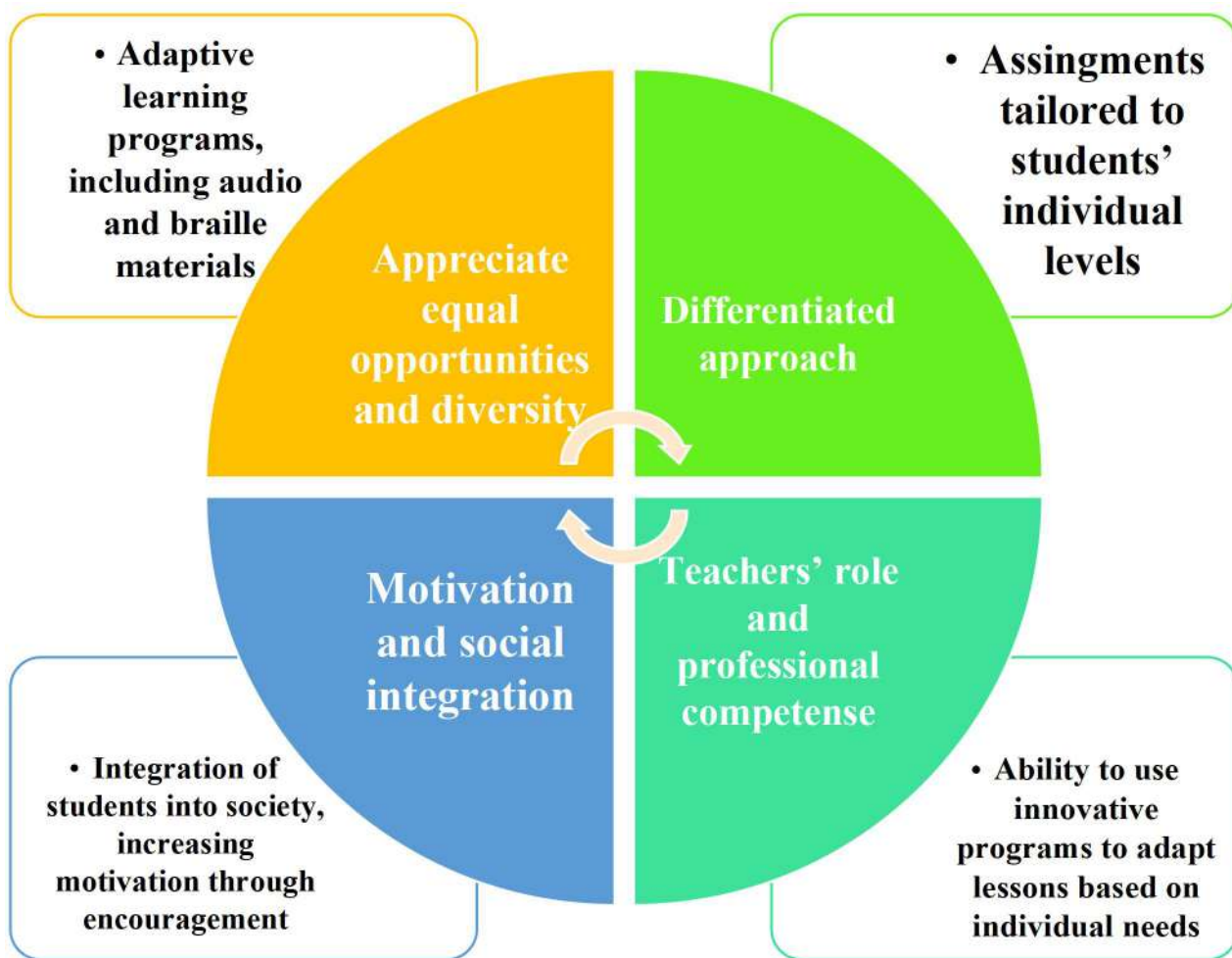


Figure 3. Advantages of inclusive education in foreign language teaching

Corpus analysis involves using large, authentic collections of spoken and written texts to study language features such as frequency, collocations, and context-specific usage. Data-driven learning (DDL), which is the primary method of corpus-based instruction, emphasizes inductive learning by enabling students to identify patterns and rules from real language data.

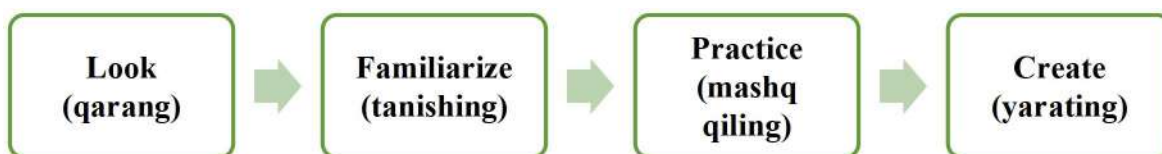


Figure 4. Four-step corpus-based instructional process

In this process, compatibility checks are performed to understand key terms, lexical-grammatical patterns are analyzed, active participation in exercises is encouraged, and new vocabulary is utilized in productive skills. This approach develops critical thinking and activity but requires adaptation to students' levels and the use of authentic materials.

In the process of language teaching based on inclusive education, it is necessary to individually observe and evaluate students. Corpus analysis serves to apply an individualized and differentiated approach in this process, enhance language richness, create materials that meet needs (simple and understandable

visual, audio, and textual materials), contextualize educational materials, make the learning process interactive, analyze students' speech and writing errors, and develop multimodal educational resources.

Corpus analysis provides opportunities such as creating manuals for experienced teachers, expanding lexical databases, and developing personalized language learning plans to make the language learning process more effective in inclusive education. The process of corpus analysis in developing inclusive education in Uzbekistan includes stages and activities such as creating a national corpus of the Uzbek language, applying technologies in education, and fostering international cooperation. Innovative approaches to corpus analysis and language learning create conveniences such as integration with machine learning and artificial intelligence technologies, as well as real-time language learning.

Corpus analysis has aspects of inclusive education such as an empirical approach, interactivity, and diversification. Regarding the terms lexical competence and corpus linguistics, lexical competence ensures students' assimilation of word meanings, their use in context, and word combinations. Corpus linguistics allows for the analysis of the natural use of language units on an empirical basis. The intersection of these two approaches makes language teaching effective in inclusive higher education by ensuring students' contextual word choice, correct use of collocations, and reduction of grammatical and lexical errors, and serves to develop students' communicative skills through lexical competence (see Figure 5).

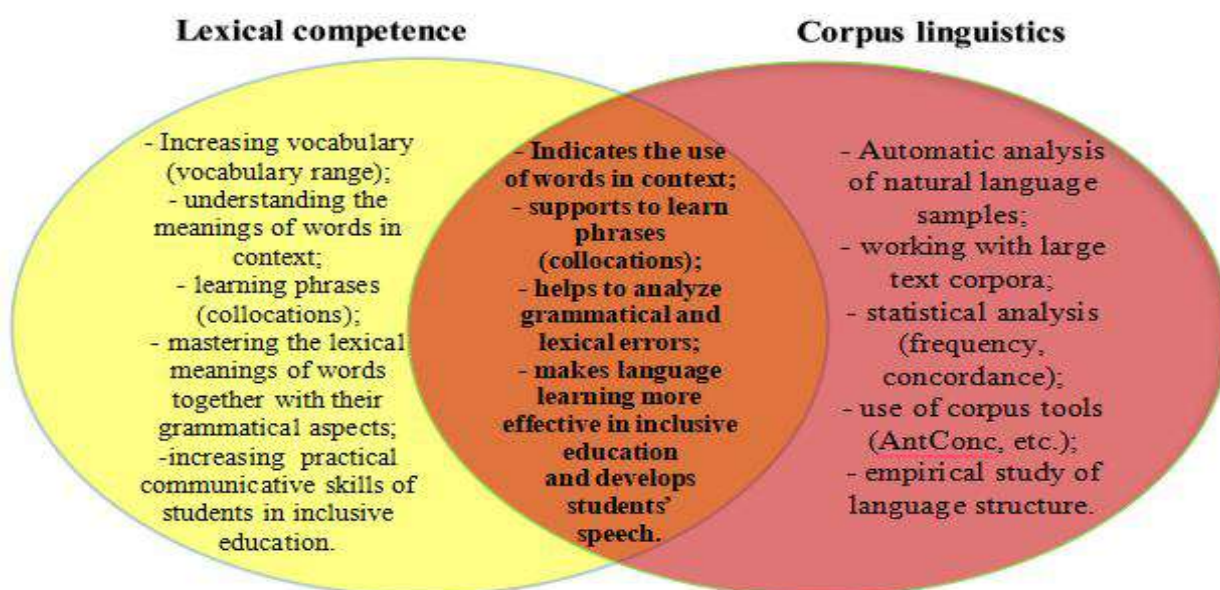


Figure 5. Specific and similar aspects of lexical competence and corpus linguistics

The second chapter of the dissertation, titled “*Corpus Analysis and Methodological Approaches for Developing Lexical Competence in Inclusive Education,*” discusses the English lexical competence of philology students, methods for assessing it, and corpus-based approaches. It also explores the development of inclusive educational materials based on corpus analysis and the enhancement of the process of acquiring lexical units using corpus-based methods.

There are two main traditions in studying collocations in corpora: phraseological and frequency-based. Additionally, a hybrid tradition has emerged, which incorporates elements of both frequency-based and phraseological approaches (See Figure 6).

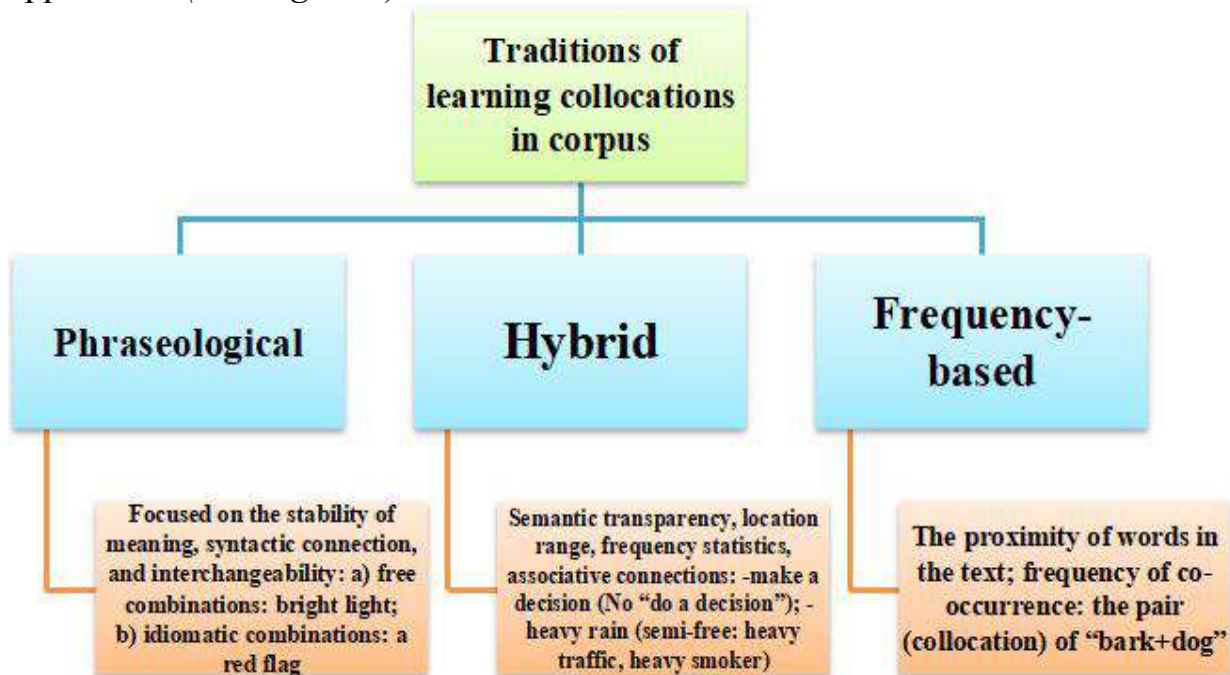


Figure 6. Scheme of Collocation Study Traditions in Corpus

Corpus-based tools such as AntConc enable teachers to systematically identify high-frequency collocations. For example, verb-noun and adjective-noun combinations are the most prevalent in textbooks, indicating where attention should be focused in inclusive materials. Inclusive learning with corpus software tools incorporates materials adapted for students of various levels. In this case, materials for students with dyslexia (reading difficulties) should be prepared in a simpler and more visual format.

Corpus-based methods are being applied to the lexical aspects of English in Uzbekistan, through which students' ability to use English words correctly is assessed. Although corpus-based methods in English are utilized in Uzbekistan's higher education institutions, this approach has not yet been sufficiently studied and implemented in some universities. According to global experience, corpus methods are considered the most effective means of developing students' skills in using language in authentic contexts. Therefore, further enhancement of curricula and textbooks based on corpus methods is required in Uzbekistan.

Additionally, during the researcher's study and professional development at the University of Arkansas, USA, as a recipient of the Faculty Enrichment Program grant provided by the US Embassy in Uzbekistan, several techniques and technologies, special programs and applications used within the framework of disciplines directly taught in inclusive education were studied and analyzed. The appendices of the curriculum and programs can be accessed by scanning the QR code presented in Figure 2. This will direct you to the relevant materials via the following link: https://drive.google.com/file/d/1U_zqkzIIS2dA-L-SPfuHBtj_ehGkbzDk/view?usp=sharing (see appendices 2.1.1, 2.1.2, and 2.1.3).

Below you can familiarize yourself with an analysis of inclusive education programs based on the experience of Uzbekistan and the USA:

Table 3

Comparative analysis of curricula

Criteria	Arkansas University, USA	Bukhara State University, Uzbekistan
	SPED 4433. Curriculum Design and Instructional Planning	Reading and Writing Skills
Degree of Inclusivity	Very high – fully integrated with IEP (Individualized Education Program), HLP (High Leverage Practices), and CSD (Center for Students with Disabilities).	Theoretical approach is dominant; inclusivity is partially present. Foreign experiences are studied, but locally and socially adapted practical mechanisms have not yet been fully implemented. The university has an inclusive center, but the program does not specify it explicitly.
Practical Assignments	Clearly defined; assessment scores indicated.	General practical sessions exist, but there is no information about special assignments such as IEP.
Assessment System	Detailed (scores, grading scale).	The document does not provide a detailed assessment system.
Support Infrastructure	CSD (Center for Students with Disabilities), official guidelines available.	Local support is not clearly specified in the document but the inclusive center exists.
Corpus Approach	The course does not include direct corpus instructions (but includes teaching strategies).	The program serves as a primary resource for developing lexical competence; corpus analysis and corpus-based approaches should be added to the document.
Conclusion and Recommendation	IEP/inclusive methods are well integrated; adding corpus tools is recommended.	Inclusivity is partially present; structural additions are needed to further develop and integrate corpus and inclusivity.

The curriculum for the philology program at Bukhara State University organizes the distribution of subject credits and hours into large blocks. For instance, the "Reading and Writing Practice" course is taught from the 1st to 6th semesters, allocated a total of 32 ECTS credits, encompassing 960 hours of total workload. Of this workload, 390 hours are dedicated to classroom instruction and 570 hours to independent study, indicating the significant emphasis placed on students' self-directed learning in the Bukhara State University system. Weekly class hours range from 4 to 6 hours depending on the semester, and the subject is taught consistently over several years.

The University of Arkansas course SPED 4433 - Curriculum Design and Instructional Planning follows a completely different model in terms of credits and workload. The course is worth 3 credits, and while classroom hours are clearly specified, as is typical in U.S. educational practice, independent study hours are not officially quantified. However, according to the standard applied in U.S. higher

education, it is generally accepted that 2 hours of independent study correspond to each credit hour. Thus, this course typically involves an average of 3 hours of classroom sessions and approximately 6 hours of independent study per week. This workload is not presented in the syllabus with exact figures, but rather through reading assignments, homework, project work, and the preparation of an Individualized Education Program (IEP). At Bukhara State University, classroom and independent study hours for each subject are specified with exact figures.

Furthermore, as we observed, at the University of Arkansas, a comprehensive presentation of 200-300 slides is prepared for each course, based on the program and main textbook. This presentation serves as a visual aid to help students gain a deeper understanding of the lessons throughout the course. For example, a 284-slide presentation was created for the Curriculum Development and Instructional Planning course (refer to Appendix 2.1.4). Bukhara State University also utilizes separate presentations for each lesson. These presentations are prepared by individual subject teachers, tailored to each topic within the subject and adjusted to the proficiency levels of students in different groups (refer to Appendix 2.1.5).

In conclusion, while Bukhara State University's general approach involves teaching subjects with large credit hours over an extended period, the Arkansas model is module-based, short-term, and focused on specific competency outcomes. Meanwhile, a gap present in both systems is the development of lexical competence based on corpus analysis in an inclusive group setting. In this regard, our research proposes an approach that combines the advantages of these two models. This integration enables effective lexical training that considers students' individual needs while utilizing modern technologies.

Developing inclusive educational materials based on corpus analysis to enhance English lexical competence in Uzbekistan is an effective method to improve language learning efficiency and include various social groups, including persons with disabilities or other limitations, in the education system. Corpus analysis examines authentic texts, books, online articles, and conversations to determine the actual and natural use of language in developing educational materials.

The main features of inclusive educational materials are characterized by their use of various alphabets/fonts, simplified texts, integration with technology, and incorporation of visual and interactive elements. Moreover, it is crucial to create manuals and educational literature in Braille for visually impaired students. This process should consider principles such as a) a differentiated approach; b) visualized materials; and c) interactive educational materials.

To enhance students' lexical competence in English, it is advisable to use methods such as analyzing micro-corpora (mini-corpora), expanding vocabulary, conducting lexical exercises, and particularly studying flexible/adaptable and focused lexical items. This can be achieved by creating sets of special words and phrases, for example, profession-oriented English (for business, tourism, medicine), and everyday conversational language, thus teaching students vocabulary that corresponds to their practical needs.

MODEL FOR DEVELOPING PHILOLOGY STUDENTS' ENGLISH LEXICAL COMPETENCE BASED ON CORPUS ANALYSES IN INCLUSIVE EDUCATION

Goal: To reveal the scientific-theoretical and practical aspects of developing English lexical competence of all future philology students, including the blind and visually impaired ones, based on corpus analyses in inclusive education

1. MOTIVATIONAL-COMMUNICATIVE COMPONENT

Understanding the essence of lexical competence and corpus analysis, recognizing their importance in the context of inclusive education

Developing effective mechanisms for expanding vocabulary through corpus-based lexical analyses and forming motivational factors

Developing practical tasks and exercises that enhance communicative competence, intercultural communication, and reflective and critical thinking, considering the needs of diverse students and language learning methods

2. COGNITIVE COMPONENT

Comprehension

Semantic interpretation
contextual interpretation
pragmatic interpretation
discursive interpretation

Analysis

Analyzing and evaluating collocations and frequent units in the corpus within context
Identifying and analyzing lexical and grammatical errors
Understanding the main idea, essence, and details of the text

Restructuring

Optimizing lexical units to suit students in the inclusive environment
Replacing complex units with simplified collocations
Providing students with the most suitable and high-frequency lexical options

3. PRACTICAL APPLICATION COMPONENT

Preparatory stage

Explaining mechanisms for working in inclusive groups
Introducing corpus programs and resources
Adapting materials for inclusive education

Practical stage

Individual, pair, and group work
Conducting lexical analysis using corpus
Applying lexical units in context

Improvement stage

Performing independent corpus analysis
Reflective evaluation of results
Final adaptation to inclusive learning process

4. REFLECTIVE-ANALYTICAL COMPONENT

Formative assessment

Observing during lessons and analyzing practical exercises completed by students using corpus

Self-assessment and peer assessment

Fostering self-assessment and collaborative assessment in inclusive groups

Summative assessment

Analyzing lexical errors, correction, and developing an Individual Education Plan (IEP)

5. TECHNOLOGICAL-DIDACTIC COMPONENT

Interactive sessions: Utilizing corpus platforms (Sketch Engine, COCA, BNC, etc.)

Digital resources: Using multimodal materials, electronic corpus modules adapted for inclusive education

Differential and individual approach: Simplified corpus tasks for students with special needs

Monitoring and reflective analysis: Tracking the growth dynamics of students' lexical competence

6. ASSESSMENT-CONTROL COMPONENT

Excellent

Good

Satisfactory

Unsatisfactory

Result: Ensures the training of modern philology specialists capable of effectively organizing the educational process in inclusive settings, possessing a well-developed functional lexical competence in English, and demonstrating proficiency in the application of linguistic corpora in scientific and methodological activities.

Figure 7. Model for developing English lexical competence of philology students in inclusive education based on corpus analysis

To further develop this field in Uzbekistan, it is primarily necessary to train teaching staff, provide them with comprehensive support for effective work in this inclusive environment, enhance their professional knowledge and skills, and offer retraining over a certain period. Preparing teachers to work with inclusive materials and improving their lexical competence will form the foundation of an effective educational process. Corpus-based methods, such as frequency analysis and contextual research, contribute to the development of targeted vocabulary. Learning tailored to students' individual needs is supported in these approaches.

Based on the study and analysis of scientific research as well as practical pedagogical experience, a model for developing English lexical competence of philology students in inclusive education using corpus analysis has been developed (see Figure 7).

Based on the CEFR and relevant methodological literature, the components of lexical competence such as lexical knowledge, lexical use in context, semantic discrimination, collocational competence, pragmatic appropriacy, and lexical strategies can be taken as the theoretical foundation of the present study.

The table below presents a system of corpus-based exercises proposed to develop the lexical competence of philology students in an inclusive education context. These exercises are designed to form the core components of lexical competence, each aligned with specific CEFR levels. The table systematically illustrates the relationship between the methodological objectives of the exercises, the types of competence developed, and the corresponding CEFR levels (see Table 4).

Table 4

Relationship between Exercise Types, Lexical Competence Components, and CEFR Levels

Exercise Type	Developed Lexical Competence	CEFR Level	Link to CEFR Descriptor
Identifying word frequency in a corpus	Lexical knowledge	A2–B1	Learners recognize high-frequency words and understand their basic meanings.
Analyzing contextual meaning of words based on corpus data	Contextual use	B1–B2	Learners can distinguish meanings of words across different contexts.
Comparing synonyms and near-synonyms through a corpus	Semantic differentiation	B2	Learners can identify subtle semantic differences.
Identifying and using collocations in sentences	Collocational competence	B2–C1	Learners use word combinations naturally and accurately.
Constructing sentences based on authentic corpus texts	Pragmatic appropriacy	B2	Learners select vocabulary appropriate to the communicative situation.
Mini-project based on independent corpus search	Lexical strategies	C1	Learners employ independent strategies in language learning.

In particular, exercises aimed at identifying word frequency through corpora contribute to the development of lexical knowledge, while tasks involving contextual analysis and work with collocations strengthen students' semantic and pragmatic competence.

The world experience in assessing English language lexical competence significantly differs from the methods, textbooks, and curricula used in higher education institutions of Uzbekistan. Corpus-based approaches are widely used in

international practice as effective methods for studying lexical aspects of the English language. While Uzbekistan's higher education institutions have methods and programs aimed at developing English language lexical competence, the use of corpus-based analyses and new methods in this field is not yet widespread. Although some higher education institutions in Uzbekistan apply these methods, they need to be further expanded and improved in the general education system. Indeed, modern methods and technologies are also important in assessing students' lexical competence in Uzbekistan's higher education system.

The third chapter of the dissertation, titled “**Analysis of the Effectiveness of Corpus-Based Approach in Developing Inclusive Lexical Competence,**” describes the subject, purpose, and tasks of the pedagogical experiment. The results of the experimental work were processed using mathematical statistics and thoroughly analyzed. The purpose of the pedagogical experiment was to practically test and provide a scientific-statistical basis for the effectiveness of a methodology based on using corpus analyses in developing lexical competence in inclusive groups, as well as practical exercises developed based on corpus analyses. To achieve this goal, the following tasks were carried out: diagnosing students' initial level of lexical competence; studying students' knowledge and attitudes about corpus analysis through questionnaires; selecting lexical materials based on corpus and adapting them for inclusive groups; developing and implementing a set of corpus-based exercises for experimental groups; conducting practical-experimental sessions and comparing with control groups; identifying differences between control and experimental groups through tests, questionnaires, and observations; conducting interim and final assessments (mini-tests, exit tests, final questionnaires); performing mathematical-statistical analysis based on χ^2 criterion, mean values, and coefficient of variation; conducting separate traditional (offline) and remote (online) surveys with pedagogical staff and summarizing their methodological perspectives; developing methodological recommendations for inclusive education based on the experimental results.

The experiment was conducted in three higher education institutions: Bukhara State University, Uzbekistan State World Languages University, and Fergana State University. The total number of students in the experimental groups was 207, while the control groups consisted of 189 students. The groups were formed with a heterogeneous composition (students with various learning abilities, learning needs, and capabilities) in accordance with inclusive principles. Currently, there are 42 blind and visually impaired students studying in various fields at Bukhara State University. During our experiment at Bukhara State University, 158 future philologist students participated in the experimental and control groups. Of these, 6 were students with visual impairments (*see Appendix 10*).

During the experiment at the Uzbek State University of World Languages, 118 future philology students participated in the experimental and control groups. During our experiment at Fergana State University, 120 future philology students participated in the experimental and control groups. Statistical data of students from the universities where this experiment was conducted are fully presented in the dissertation and appendices.

The effectiveness of the proposed methodology in pedagogical research is determined by comparing the results obtained at the end of the experimental process. According to the approach based on statistical analysis methods, the effectiveness of the study is assessed by determining the difference between the final results of the participants in the control and experimental groups. For this purpose, using K. Pearson's χ^2 criterion (chi-square test)¹¹, a comparative analysis of the final indicators of the first stage of the experimental and control groups with the indicators of the second, third, and final stages was carried out.

In this process, the hypotheses were defined as follows:

- null hypothesis (H0): at the end of the experimental work, there is no significant difference in the level of students' knowledge between the experimental and control groups;

- alternative hypothesis (H1): there is a significant difference between the results of the experimental and control groups.

When testing these hypotheses, first, the position of the empirical value relative to the critical value is determined. In statistical calculations, the significance level (α) was set at 0.05. In this case, it was found that the confidence interval is $1-0.05=0.95$, i.e., equal to a confidence level of 95%.

The critical value of χ_i^2 while being $\alpha = 0,05$ is given in Table 5.

Table 5

The critical value of χ_i^2 while being $\alpha = 0,05$

<i>M-1</i>	1	2	3	4	5
χ_i^2	3,84	5,99	7,81	9,49	11,07

As mentioned above, the initial knowledge levels of students were also studied separately. The preliminary indicators for students who participated in the experimental process are presented in the following table (see Table 6).

Table 6

Preliminary and final results of students participating in the experimental work

Groups	Number of students	Grades							
		B	E	B	E	B	E	B	E
		"2"		"3"		"4"		"5"	
Bukhara state university									
Experiment	82	26	0	34	16	12	48	10	18
Control	76	29	8	21	28	18	24	8	16
Uzbekistan State World Languages University									
Experiment	62	27	0	17	9	9	36	9	17
Control	56	24	9	16	16	8	17	8	14
Ferghana state university									
Experiment	63	27	0	18	12	9	37	9	14
Control	57	24	6	17	22	8	19	8	10
Across all regions									
Experiment	207	80	0	69	37	30	121	28	49
Control	189	77	23	54	66	34	60	24	40

¹¹ Кацман Ю. Я. Теория вероятностей, математическая статистика и случайные процессы : учебник. – Томск : Издательство Томского политехнического университета, 2013. – 77 с.

The effectiveness of training sessions in the formed groups was determined through the results of specialized tests and questionnaire surveys, and the final indicators of students' knowledge levels are presented in Table 7. Based on these results, separate empirical values were identified for each of the three higher education institutions and analyzed from a mathematical and statistical perspective. The results of the tests and questionnaire surveys conducted for the control and experimental groups during the research process are summarized in Table 7.

Table 7
Overall results of students' experimental work for institutions in three regions

Universities	Indicators	Experiment groups				Control groups			
		At the beginning	%	At the end	%	At the beginning	%	At the end	%
Total across 3 regions	Excellent	28	13	49	24	24	13	40	21
	Good	30	15	121	58	34	18	60	32
	Satisfactory	69	33	37	18	54	28	66	35
	Unsatisfactory	80	39	0	0	77	41	23	12
Total:		207	100	207	100	189	100	189	100

The results demonstrate that the recommended methodology has proven effective and the hypothesis has been confirmed. At the conclusion of the experimental work, a significant difference in the knowledge level between the control and experimental groups was observed.

From the above results, it was revealed that the indicators in the experimental group were 12% ($1,12 - 1,00 = 0,12$) higher than those in the control group.

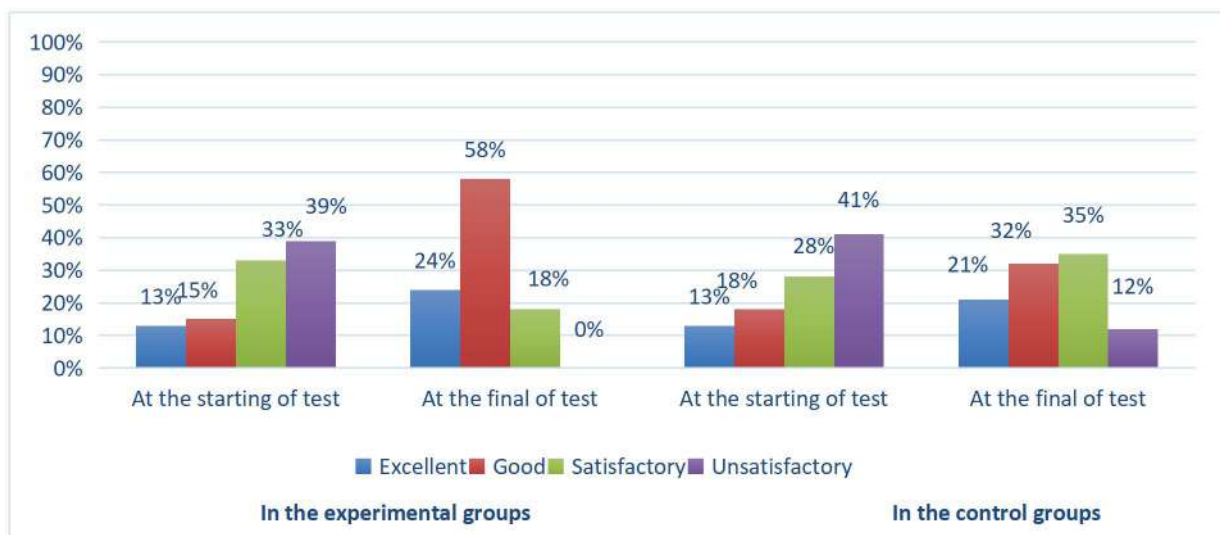


Figure 8. Diagram showing the performance indicators of students who participated in experimental trials conducted in three regions

The analysis of the obtained results shows that the indicator for assessing the effectiveness of teaching exceeds one, and the criterion determining the level of knowledge has a positive value, indicating that the results in the experimental group are higher than in the control group.

In conclusion, the results obtained at the final stage of the experimental process confirmed the effectiveness of the methodology, and the main ideas of the research were reflected in the dissertation text.

CONCLUSION

1. Corpus analysis is considered a modern and effective tool that serves to meet the needs of students in inclusive education, creating great opportunities for reducing linguistic complexity, developing individual educational resources, and utilizing technologies. It has been proven that the application of this method in Uzbekistan serves to improve the quality of education and create equal opportunities for all students.

2. Corpus analysis helps develop lexical competence in accordance with the individual needs of students in inclusive education. It was noted that educational materials and interactive resources developed based on corpus analysis will contribute to further development of inclusive education in Uzbekistan and its adaptation to global requirements.

3. Corpus-based education founded on inclusive education principles has significant potential for increasing lexical competence through the development of autonomy and analytical skills. However, it has been proven that successful integration requires a balanced approach that incorporates traditional methods to create an inclusive educational environment and responds to students' needs, preferences, and challenges in adapting to DDL strategies.

4. World experience in assessing English lexical competence and the methods, textbooks, and curricula of higher educational institutions in Uzbekistan differ in many aspects. Corpus-based approaches are widely used in international practice as effective methods for studying lexical aspects of English. In Uzbekistan's universities, there are methods and programs aimed at developing English lexical competence, but the use of corpus-based analysis and new methods in this area is not yet widespread. Therefore, further improvement of these modern approaches and methods in Uzbekistan should be emphasized.

5. It is crucial to develop inclusive educational materials for English teachers in Uzbekistan and to use corpus analysis to improve students' lexical competence. It has been proven that this approach helps create visual, interactive, and useful educational materials that meet students' needs and makes the language learning process more effective.

6. Corpus analysis provides a methodological basis for designing inclusive, effective educational materials that address the lexical problems faced by philology students. The corpus-based approach allows students to analyze frequently used word units and their contextual use, which helps strengthen lexical competence and effectively use new vocabulary units in written and oral speech.

7. Corpus methodologies provide important tools for developing and improving lexical competence in inclusive education, ensuring that the learning process and practice are data-driven and effective. Real-life texts, interactive materials, and multilingual resources help students understand words in context. Additionally, students' lexical competence is strengthened through processing, repetition, and creative approaches to lexical units.

8. To stimulate cooperation, it is advisable to organize joint analysis of corpus data by students with different skill levels in pairs or small groups. It was substantiated that such an approach will enhance peer learning and significantly reduce psychological barriers that arise when students work independently with previously unfamiliar corpus tools.

9. Adopting hybrid models that combine corpus technology with assistive technologies is necessary for developing lexical competence in inclusive education. Corpus-based approaches offer a learner-centered, data-driven methodology for vocabulary teaching, taking into account the limitations of traditional methods. The integration of these methods into inclusive education enables effective improvement of lexical competence.

10. The pedagogical experiment and empirical research results of this scientific research demonstrate that corpus-based teaching leads to higher test scores and further vocabulary expansion compared to traditional methods. The statistical analysis of the research mathematically confirmed the effectiveness of the methodology. Additionally, practical recommendations for implementing corpus technologies in inclusive settings were provided.

RECOMMENDATIONS

1. In inclusive groups, it is necessary to integrate a corpus-based module as a mandatory component of the curriculum and to utilize free online resources such as COCA or Sketch Engine for preparing materials focused on high-frequency words and expressions tailored to students' needs.

2. To develop lexical competence, it is advisable to regularly implement contextual analysis, collocation maps, and concordance line exercises.

3. For groups with limited technological resources, the creation of offline corpus packages is recommended.

4. Professional development programs on "*Inclusive corpus pedagogy*" should be developed for teachers.

5. For students with lower proficiency levels, it is recommended to modify (adapt) the subject curriculum and develop a system of differentiated assignments.

**НАУЧНЫЙ СОВЕТ PhD.03/2025.27.12.Ped.08.05 ПО ПРИСУЖДЕНИЮ
УЧЕНЫХ СТЕПЕНЕЙ ПРИ БУХАРСКОМ ГОСУДАРСТВЕННОМ
УНИВЕРСИТЕТЕ**

БУХАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ФАЙЗИЕВА МАЛИКАЖОН ЧОШОВНА

**РАЗВИТИЕ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ-
ФИЛОЛОГОВ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ НА
ОСНОВЕ КОРПУСНОГО АНАЛИЗА
(на примере английского языка)**

13.00.02- Теория и методика обучения и воспитания (английский язык)

**АВТОРЕФЕРАТ
ДИССЕРТАЦИИ ДОКТОРА ФИЛОСОФИИ (PhD)
ПО ПЕДАГОГИЧЕСКИМ НАУКАМ**

Бухара– 2026

Тема диссертации доктора философии (PhD) по педагогическим наукам зарегистрирована под номером № B2023.2.PhD/Ped5220 в Высшей Аттестационной комиссии при Министерстве высшего образования, науки и инноваций.

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования состоит в раскрытии теоретических и практических аспектов развития лексической компетенции всех будущих филологических студентов, включая студентов с нарушениями зрения (слепых и слабовидящих), в условиях инклюзивного образования на основе корпусного анализа английского языка.

Объектом исследования является процесс развития лексической компетенции будущих студентов-филологов на основе корпусных анализов в инклюзивном образовании, в котором приняли участие 396 студентов Бухарского государственного университета, Узбекского государственного университета мировых языков и Ферганского государственного университета.

Предметом исследования являются формы, методы и средства развития лексической компетенции будущих студентов-филологов на основе результатов корпусного анализа инклюзивной образовательной среде.

Методы исследования. В процессе исследования использовались наблюдение за учебно-воспитательным процессом, корпусный анализ, эмпирический анализ, проведение анкетирования, экспериментальные и пробные занятия, математико-статистический анализ, а также специальные педагогические методы, включая наблюдение, эксперимент, устные и письменные опросы.

Научная новизна исследования заключается в следующем:

раскрыта значимость обучения иностранным языкам в международной системе инклюзивного образования с применением аудиокоммуникативного подхода, обучения по системе Брайля, автоматизированных и интеллектуальных средств, устной коммуникации, естественного подхода, а также подкастов, аудиокниг и аудиодialogов, интеграции “речь–текст” и “текст–речь”, с акцентом на обучение, основанное на корпусном анализе;

представлен механизм формирования у студентов-филологов навыков правильного и свободного использования лексики английского языка в инклюзивном образовании на основе результатов корпусного анализа, рассматриваемого как статистическая и аутентичная база, включая ряды конкордансов, объем примеров употребления слов, контекстное использование ключевых слов (*KWIC*), выявление коллокационных единиц и многословных выражений (*Multi-Word Expressions – MWEs*);

усовершенствовано дидактическое обеспечение развития лексической компетенции английского языка через создание системы упражнений, определяющих уровень правильного использования лексических единиц и коллокаций на основе корпусных программных средств *COCA*, *Sketch Engine*, *AntConc*, адаптированных для инклюзивных групп, а также учебного пособия, изданного по системе Брайля;

доказана эффективность модели развития лексической компетенции будущих студентов-филологов в области употребления слов в инклюзивной образовательной среде на основе цифровых технологий, включая компьютерные средства и результаты анализа английских корпусов,

доступных в сети Интернет, с применением математико-статистического анализа.

Внедрение результатов исследования. На основе результатов проведенного исследования по развитию лексической компетенции студентов филологического направления в инклюзивной образовательной среде на основе корпусного анализа:

выводы о том, что в инклюзивной образовательной среде, в частности, при обучении иностранным языкам в соответствии с потребностями обучающихся с ограниченными возможностями зрения, в мировом опыте доказана важность обучения, основанного на корпусном анализе, наряду с такими методами и инструментами, как аудио-коммуникативный подход, учебный процесс на основе шрифта Брайля, автоматические средства чтения и искусственного интеллекта, система, основанная на устной коммуникации, естественный подход, подкасты, обучение на основе аудиокниг и аудиодиалогов, интеграция речи в текст и текста в речь, были использованы в обсуждениях международных экспертов на научных семинарах, презентациях и академических встречах по преподаванию английского языка в инклюзивном образовании в Университете Арканзаса (University of Arkansas, Arkansas, USA). В частности, были проведены исследовательские презентации для студентов и исследователей Университета Арканзаса и учащихся школ *McNair* и *Owl Creek* на тему "Инклюзивное образование и помощь учащимся с ограниченными возможностями в приобретении знаний и навыков." (Справки Университета Арканзаса, штат Арканзас, США, от 8 мая 2023 года, № 06/445 Международного отдела Бухарского государственного университета от 24 января 2026 года). В результате были проведены презентации по применению корпусного анализа в учебном процессе, модели повышения словарного запаса студентов на основе контекста, совместимости системы дифференцированных заданий с инклюзивным образованием, осуществлен обмен опытом в сотрудничестве с американскими учеными, что послужило дальнейшему совершенствованию методической и теоретической базы результатов исследования;

Исходя из выводов о том, что результаты корпусного анализа служат статистической и аутентичной базой для развития лексической компетенции студентов-филологов в условиях инклюзивного образования — посредством конкордансных линий, примеров употребления слов, KWIC, выявления коллокаций и многословных выражений (MWEs), а также из результатов о том, что эффективность модели развития на основе корпусного анализа с использованием цифровых технологий статистически подтверждена, образовательные ресурсы Информационно-ресурсного центра и Центра инклюзивного образования Бухарского государственного университета были дополнительно обогащены и эффективно использовались студентами (Справка № 450 от 26 января 2026 г., учебный отдел Бухарского государственного университета). В результате были внедрены корпусно-ориентированные упражнения, задания по коллокационному анализу, работа с аутентичными контекстами и дифференцированное обучение для студентов

с разным уровнем владения языком, что доказало свою эффективность в развитии лексической компетенции студентов;

результаты совершенствования дидактического обеспечения развития лексической компетенции английского языка через создание системы упражнений, определяющих уровень правильного использования лексических единиц и коллокаций на основе корпусных программных средств, таких как СОСА, Sketch Engine, AntConc, адаптированных для инклюзивных групп, а также учебного пособия, изданного по системе Брайля, были использованы в занятиях и семинар-тренингах по иностранным языкам с участием членов Общества слепых Узбекистана (справка № 2/3-67 Бухарского областного отделения Общества слепых Узбекистана от 4 декабря 2025 года). В результате данные мероприятия способствовали расширению самостоятельного словарного запаса слушателей, формированию контекстного понимания при анализе текста и повышению точности речевой деятельности;

выводы о доказанной с помощью математико-статистического анализа эффективности модели развития лексической компетенции будущих студентов-филологов в области употребления слов в инклюзивной образовательной среде на основе цифровых технологий, включая компьютерные средства и результаты анализа английских корпусов, доступных в сети Интернет, были эффективно использованы в передачах «Актуальная тема» Бухарской телерадиокомпании и «Тема дня» Бухарского радио (справка Государственного учреждения Бухарской области, Бухарская телерадиокомпания, 11 ноября 2025 г., № 01-577). В результате телезрителям были представлены рекомендации о целесообразности использования цифровых корпусов в образовательном процессе и преимуществах принципов инклюзивного образования.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения и рекомендаций, списка использованной литературы и приложений, общий объем составляет 141 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
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Bosishga ruxsat etildi: 12.05.2026-yil. Bichimi 60x84 1/16, «Times New Roman» garniturada raqamli bosma usulida bosildi. Shartli bosma tabog‘i 3,7.

Adadi: 100 nusxa. Buyurtma №324

