THEORETICAL BASIS OF TEACHING COLLOCATIONS IN ENGLISH TO ICT STUDENTS

Barnoyeva N. Y.
Tashkent University of Information Technologies
named after Muhammad al-Khwarizmi, Foreign Languages Department,

ABSTRACT

The article discusses the theoretical basis of teaching collocations to ICT students. The characteristic of the corpus-based approach is given; describes the roles and functions of the student and teacher, the types of tasks for teaching a foreign language within the framework of this approach. It is concluded that corpus technologies contribute to the development of collocational awareness of the student and have great potential in teaching foreign languages.

Keywords: collocation, strong collocations, weak collocation, collocational awareness, idiomatic phraseological units collocator, word combination.

INTRODUCTION

Teaching collocations effectively to ICT students requires consideration of various theoretical perspectives. Therefore, before considering teaching collocations in English to ICT students, initially, the word "collocation" itself should be defined. The term "collocation" was first used by W. Fowler in the fundamental work "English Grammar" (1857) when studying the internal structure of a group of words. In the Russian-language scientific literature, it appeared in the dictionary of linguistic terms by O.S. Akhmanova, which defines collocations as "lexico-phraseological conditioned compatibility of words in speech for the realization of their polysemy". [1] E.G. Borisova recognizes as a collocation a non-free non-idiomatic phrase in which the free component does not change its meaning, and the meaning of the non-free one differs from that which is realized in free phrases.[2] We rely on the definition of collocation proposed by A.N. Baranov and D.O. Dobrovolsky: "these are weakly idiomatic phraseological units mainly with the structure of a phrase, in which semantically the main component (base) is used in its direct meaning, and compatibility with an auxiliary component (collocator) can be set in terms of a semantic class, but the choice of a specific word is predetermined by usage". [3] A word that retains its meaning is called a key, or free component: the word to make impact on, the word scenery combined with beautiful scenery. Word, the choice of which is determined by tradition, depends on the key component, and is called a non-free component. All non-free combinations must be stored in memory (in a dictionary). [4] I.A. Melchuk argues that "the compatibility of a linguistic unit means the number of other elements, with each of which this element can enter into a certain relationship".[5] Currently, the term collocation is widely used in corpus linguistics, where the concept of collocation is significantly simplified compared to traditional linguistics. This is the approach of researchers they are called statistical.[6] Collocations in corpus linguistics are defined as statistically stable word combinations. At the same time, such a statistically stable combination can be both phraseologized and free. It should be noted that collocation is not identical to phraseology, since the latter is traditionally understood as an idiom. Collocations are usually formed in the process of changing the

meanings of words as a result of rethinking the individual components of the combination. The main feature of collocation is the preservation of lexical meaning by one of its components with the stability of the phrase as a whole and the absence or weakening of the meaning of imagery and emotionally evaluative load.

MATERIALS AND METHODS

The importance of studying collections is beyond doubt, because they are present in all languages and represent the main feature of the language. "Collocation clarifies and concretizes the meaning of the words that form it, the exact meaning in any context is determined by the environment of a given word – its distributor, or by collocations that are united around it and form a collocation. Combining words into a collocation is fundamental to everything language use".

Among Uzbek linguists instead of the term "collocation" the term "word combination" is frequently used. According to the PhD researcher Nodir Nuriddinov these set of words are considered as a combination of two or more independently meaningful words that are attached to each other in the process of speech and thinking on the basis of subordination or equality, intertwined in meaning and grammar, but divided into parts, representing the concept.[7] Another linguist M.K.Sharipov states them as a syntactic unit formed from the analytic combination of two or more words which can be defined in terms of connection as the governor and subordinate.[8] From the above points we summarize that collocation is a syntactic structure, a unit of speech, formed as a result of the combination of two or more independent words on the basis of subordinate grammatical communication (agreement, adaptation, control), consisting of two parts — the governor and the subordinate part, representing in a clear, holistic sense of things and phenomena in existence. For instance, the collocation "data collection" consists of the governor part "collection" as well as the subordinate part "data".

According to the definition of Prof. Sh.Rakhmatullayev the link in verb phrasemes is a multifaceted extremely complex phenomenon, covering type-district syntactic, semantic phenomena within its framework. Since the possibility of binding is considered a related trait to a linguistic compound, this trait is manifested in the interconnection of a linguistic association and consequently, it materializes. The essence of the connection inherent in the combination of the language opens due to the lexical-grammatical construction. This takes into account the open possession (syntactic link) characteristic of the language combination, what grammatical form these fragments come from (morphological link), the so-called (grammatical-semantic link) of these fragments. The semantic link (semantic selection) is referred to as the form the other is thought based on the ideographic semas of mutable dictionary meanings.[9]

The candidate work of M. Kholikova analyzes the existing views and concepts in modern linguistics regarding such problems as language and thinking, the language cartoon of the world, the influence of anthropomorphic factors on language. For the first time in this work, such problems as the influence of national semantics of phraseologisms, extralinguistic (national-cultural, ethnographic, geographical, historical) factors on the semantics of collocations were studied on the example of phraseology of Russian and Uzbek languages. [10] In terms of corpus linguistics it should be noted that corpus linguistics impacts vitally on

solving problems with teaching ICT collocations. As the scholar N.B. Ataboyev stated in his dissertation paper that Corpus Linguistics deals with the general principles and linguistic features of the corpus (texts Corps) whilst the development of the linguistic Corps is specifically collected in accordance with norms as well as standards and a special search engine which helps students to understand and learn them easily. [11]

In general, such research has proven practically that in the future in Uzbekistan it is possible to conduct a lot of scientific work in the field of comparative phraseology as well as learning and teaching collocations easily. Because, the comparative-typological analysis of the phraseology of Uzbek and English languages forms one of the pressing problems of Uzbek phraseology in a situation where the prestige of our country is growing internationally.

Furthermore, there are overseas researchers as well who have provided their own vision concerning the term collocation. For instance, J. R. Firth, the father of collocation, first developed a lexical and the most traditional approach, claiming that the meaning of a word is determined by the co-occurring words, and consequently, lexis is independent and separable from grammar. Teachers and students of English should pay more attention to collocations and be aware of the importance of collocations in the acquisition of a word. While teaching of vocabulary of a foreign language like English, the cultural, grammatical, lexical and phonological subsystems should be considered. Moreover, the vision of collocations provided by Michael Lewis, one of the most influential authors in the field of teaching English vocabulary, is very correct and understandable. He stated that the formation of collocations is not determined only by logic or frequency, but at the same time the influence of linguistic function also occurs. [9] Collocation – in corpus linguistics, refers to a sequence of words or terms which frequency of co-occurrence in the corpus is higher than the expected probability of their co-occurrence. According to Kenneth Beare collocation refers to a group of two or more words that usually go together. A good way to think of collocation is to look at the word collocation. Co - meaning together - location - meaning place. Collocations are words that are located together. A good answer to "What is collocation?" is: Collocation is a group of two or more words that like to hang out together. Here are some examples of common collocations:

to download music - I downloaded music from the website.

to surf the internet - I commonly surf the internet in my spare time after working hours.

Even though it possible to use other word combinations, understanding collocations help English learners improve their fluency because they are words that usually go together.

RESULT

There is often no reason for a collocation. People just put certain words together more often than they put other words together. In fact, the use of collocations has become popular in English and language teaching because of corpus linguistics. Corpus linguistics study huge volumes of data of spoken and written English to come up with statistics on how often people use certain words and word combinations. Through this study, corpus linguistics has been able to define what are strong and weak collocations.

According to Cambridge dictionary strong collocations are where the link between the two words is quite fixed and restricted. Weak collocations are where a word can collocate with

many other words. [12] Strong collocations refer to words that almost always go together. It's possible that people might understand you if you don't use a strong collocation. However, if you do not use a strong collocation it will sound funny to native speakers. For instance:

I purchased an individual computer.

native speakers will understand that you mean:

I bought a personal computer.

Correct use of strong collocations shows an excellent command of the English language, and can certainly help impress native speakers' of your ability to speak English well. Of course, if you are speaking to other non-native speakers the ability to use collocations correctly all the time becomes less important. That doesn't mean that correct collocation use is not important, it's just not AS important as something like correct tense. Imagine for a moment that you are speaking about a future meeting:

Our webinar was on Friday at four o'clock.

I've done an online appointment at four o'clock for our webinar on Friday.

In both of these sentences, there are mistakes. However, in the first sentence instead of using a future tense, the past tense is used. If you want your colleagues to come to the meeting, this mistake is very serious and will lead to no one coming to the meeting.

In the second sentence "do an online appointment" is a misuse of a strong collocation. It should be "to make an online appointment" However, the meaning is clear: You have scheduled the webinar at four o'clock. In this case, a mistake in collocations is not nearly as important as a mistake in tense usage.

Here are examples of strong collocations that you might be familiar with:

A memory stick (not storage stick)

to develop a video game (not to make a video game)

to follow people on social sites (not to watch over people on social sites)

In case of the weak collocations, at least one word should be easily alterable since the bond is weaker than that of strong collocations. That means the same set of words tend to be able to collocate with a few different combinations of words. Choosing weak collocations over the strong can be a good trick for the English learners since that opens up the possibility of being right and understandable most of the time. But knowing the weak collocations and being able to use them on spot would always give you some points.

For example, "artificial intelligence" and "artificial flower" would be good examples of how weak collocations work. You cannot tell what must come after "artificial…" unlike what happens in case of strong collocations. [13]

DISCUSSION

There is an entire world of collocations to explore. Learning collocations is important because a student begins to learn words in larger groups or 'chunks' of language. Putting together these chunks of language leads to more fluent English. [14] These combinations are not simply random groupings, and yet they represent words that frequently partner up due to:

- Semantic meaning: The words connect logically and enhance each other's meaning. For example, "subscribe a channel" sounds natural because "subscribe" implies an action done intentionally, while "a channel" refers to an online TV programming offering entertainment.

-Grammar: Certain words tend to appear together based on grammatical rules. For example, "to edit a document" is a common collocation because "edit" requires an object like " a document".

-Cultural conventions: Some collocations are specific to a language or culture. For example, "advanced technology" is a common English collocation, while "great technology" might sound less natural.

Here are some examples of common ICT collocations:

-hardware components: install software, connect a cable, troubleshoot a problem, upgrade performance

-software applications: open a document, save a file, run a program, edit a photo

-networking concepts: access the internet, send an email, create a password, download a file

When it comes to the classification of ICT collocations we deeply understand that there are two basic classification of collocations which can be easily implemented in ICT collocations as well.

Teaching ICT collocations effectively involves not just memorization but understanding their meaning and function. By using authentic materials, engaging activities, and differentiated strategies, you can help your students master these natural language patterns and communicate with confidence in the ICT world.

Here are some key theoretical frameworks to inform the approach:

Linguistic Theories:

- Construction Grammar: This theory views language as a system of prefabricated chunks, including collocations. By explicitly teaching these chunks, you help students internalize the common ways words go together in ICT discourse.

- Corpus Linguistics: Analyzing corpora of ICT texts can reveal frequently used collocations, allowing you to target the most relevant ones for instructional purposes. This data-driven approach ensures students learn the collocations they'll encounter in real-world ICT contexts.

- Lexical Bundles: This theory highlights the importance of collocations that function as cohesive units within texts. By focusing on bundles specific to ICT genres (e.g., "data acquisition", "error correction"), you equip students with the language tools needed for clear and effective communication.

Psychological Theories:

- Cognitive Load Theory: Collocations can reduce cognitive load for learners by providing pre-packaged chunks of language. This eases processing demands, allowing students to focus on higher-order skills like critical thinking and problem-solving.

- Schema Theory: Prior knowledge (schemas) influence learning and comprehension. Understanding ICT-related concepts can facilitate the acquisition of relevant collocations, as students can integrate them into existing knowledge structures.

- Second Language Acquisition Theories: Theories like Communicative Approach and Task-Based Learning emphasize the importance of meaningful contexts and authentic communication. Incorporating real-world ICT tasks involving collocation use can enhance learning and promote retention.

Additional Considerations:

-Student motivation and learning styles: Choose engaging activities and materials that cater to diverse learning preferences.

-ICT-specific context: Prioritize collocations commonly used in specific areas of ICT like software development, networking, or data analysis.

Integration with other language skills: Foster connections between collocation learning and other skills like reading, writing, speaking, and listening for holistic development. By adopting a multi-faceted theoretical approach, you can create a robust and effective curriculum for teaching collocations to ICT students, equipping them with the language skills they need for academic success and professional communication in the field.

CONCLUSION

To sum up, in terms of teaching collocations in corpus linguistics is considered complicated and challenging for Uzbek educators taking into account peculiarities of Uzbek language and its influence on learning English. The specific theoretical frameworks which are chosen should be guided by the students' needs, context, and learning goals.

The theoretical basis of teaching collocations in English to ICT students is paramount for their language proficiency and effective communication in the field. Collocations play a crucial role in conveying precise meanings and nuances in technical discourse, which is inherent to the ICT domain. By grounding instruction in theories of language acquisition, cognitive linguistics, and corpus linguistics, educators can design targeted teaching strategies that enhance students' ability to comprehend and produce collocations accurately. Moreover, integrating authentic materials and technology-enhanced learning approaches fosters active engagement and application of collocational knowledge in real-world contexts. Ultimately, a solid theoretical foundation in teaching collocations equips ICT students with the linguistic competence necessary for success in their academic and professional pursuits.

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