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ФУНКЦИОНАЛЬНЫЕ ВОЗМОЖНОСТИ ЛИНГВИСТИЧЕСКИХ ПОИСКОВЫХ ПРОГРАММ

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Аннотация. В статье рассматривается актуальность практического применения поисковых программ. Она сфокусирована на корпусах (текстах), которыми могут пользоваться изучающие английский язык как иностранный. В статье приводятся некоторые подходы к определению понятия корпус, затрагиваются вопросы истории его создания и цели использования.

Ключевые слова: корпус, конкорданс, поиск, программа, контекст.

Communication and computer technologies along with the accessibility of the Internet potential widen the framework of the process of teaching and learning making it far more effective and helping to develop research and creative skills. Taking into account the fact that foreign languages teaching is purposed at students' communication competences building information computer technologies facilitate its achievement. In recent years there have been actively used corpus-based technologies in foreign languages teaching methodology. Direct use of corpus-based activities in the foreign language classroom makes it possible to show learners how native speakers use vocabulary items, expressions or certain language forms as corpus provides a great number of examples in natural context and makes it possible to base any linguistic aspect of teaching (grammar, translation techniques, vocabulary) upon the so-called language corpora.

Scientists dealing with linguistics express different opinions on the definition of what corpus is. On the one hand, it is defined as a collection of texts based on logical idea that unites them and is realised in the rules of texts organization into corpuses. [2, C.7] On the other, it is regarded as a collection of searchable texts systematized under certain characteristics like language, style, author, time, etc. But the most precise definition would be that corpus is a huge collection of naturally occurring texts both written and spoken language, usually stored as an electronic database. It gives a teacher the answer to a number of questions about the features of current language and its ongoing changes. So, what's the meaning of creating corpuses:

- linguistic data are provided in real context;
- high capabilities to present philological knowledge in case of creating a huge text corpus;

- once created, the corpus can be used a lot of times to solve different problems and of different complexity (for example, if it is necessary to make lexical grammar analysis of the text).

One of the main searching instruments within a corpus is *concordance.* Under concordance is meant the list of the word usage in different ways according to a definite context with reference to the source and arranged in alphabetic order. These special programmes are necessary to process the text in order to solve a linguistic problem. The process involves searching for morphemes, words, expressions within the context of the text like, for example, tracking given grammar structures or words with the definite endings. Concordance presents all the corresponding words in the context what makes such information useful for both the student and the teacher as it gives a number of samples of grammatical and lexical word forms. Moreover, concordance can be used for self-control.

A concordance is used to solve the following tasks:
- to create word lists;
- compare different usages of the same word;
- search and explore phrases and idioms;
- analyze keywords;
- search for various word combinations and words;
- analyze the frequency of word or word combination usage.

When studying a text, there can be distinguished several functions of concordance: search (allows finding a necessary passage of the text using a specified word or word combination), heuristic (what makes it different from the others is contextualization which helps to see a new interpretation of the text), analytic (allows understanding the differences among keywords, frequency of heir usage in the text, etc.), indexing (makes it possible to create indexes and word lists) and comparison (used to compare connotations and word usage).

The first linguistic corpus was developed in 1963 at Brown University (USA) and was named The Brown Standard Corpus of American English. Later European researches compiled their own corpus of texts The Lancaster-Oslo-Bergen Corpus following the same principles: 500 texts including 2000 words each. These were the corpus of written American and British languages. But later on their basis there were created more expanded corpuses which found their application in foreign languages teaching. Later, corpus-oriented approach to teaching received its wide dissemination thanks to Tim Johns [2] who in 199 applied corpus technologies in grammar and vocabulary classes for International Students Unit at the University of Birmingham. The students were offered to act as researchers who with the help of ICT and corpora conducted mini linguistic research making their own conclusions based on the examination of the given language patterns. Introducing the element of discovery made learning more motivating. Thus, the student faces the objective: to learn how to learn [3, c.19]. The fact is, that corpus tasks give the

student opportunity to take the role of an experimenter and do his own research but not compile another's ideas which makes the motivation of the student increase significantly [3, p. 14]. It should also be taken into account the individual capacity of every student: how fast he is capable to complete the task, his language proficiency level (it is recommended to use representative corpora for upper-intermediate and advanced learners and adopted or tailor-made corpora for beginners and pre-intermediate students).

To make the application of the technology function successfully first, the teacher himself has to master it: develop a set of exercises based on the corpora, simplify them, if necessary, in order to adjust them to students' level what will motivate the student to conduct own research and direct him to search for own methods and ways to complete the task. Otherwise, learning may cause difficulties for the students of a lower level [3, p.12]. Students in their turn should be taught how to select, systematize and analyze the linguistic data.

It is obvious, the role of a teacher and a student has changed fundamentally. Through the use of corpus-based activities students acquire a number of learning skills. And the teacher is a facilitator of this process. Teachers create their own materials for classroom activities adopted for the needs of their student. They need to have access to a computer, a corpus and a concordance. Creating own materials, however, requires extra time. For learners to benefit from the use of corpora, language teachers must be equipped with a sound knowledge of the corpus-based approach.

Some of the most popular representative corpora of the English language which include a number of written and oral authentic texts are the following: British National Corpus (serves as a Reference Model as most of the modern corpora have been modelled after it), The Oxford English Corpus (claims to be used in over 200 organizations worldwide and it is the biggest corpora that contains more than 2 billion word usages), The Corpus of Contemporary American English, COCA (is the largest freely-available corpus of English, and the only large and balanced corpus of American English; contains the texts since 1990 to date and updated twice a year) and The Bank of English (is a representative subset of the 4.5 billion words COBUILD corpus, a collection of English texts; was used for creating Collins dictionaries). Generally, the Internet can be regarded as a corpora as well for it accumulates the occurrences of words and word combinations and therefore can be applied in vocabulary learning [1, p.17].

Concluding, it is necessary to note that representative corpora and concordance programme can significantly optimize the process of foreign languages learning. Developing vocabulary and grammar skills is based on problem-based approach what allows intensifying verbal and cogitative activity of students. The knowledge gained this way is assimilated properly and for long.

Corpus-based foreign language teaching is a promising approach which has great potential. It motivates students as they get in contact with authentic language

and the process of learning contains the element of discovery. Corpus-based approach helps to develop important cognitive skills. Foreign language teachers have received a new tool of formation of communicative competence of the student to be used along with traditional instruments.

Didactic potential of corpus-based technology embraces all proficiency levels placing emphasis on vocabulary and grammar and touching upon phonetics and even discourse. It is a noteworthy advance in teaching and learning that gives great opportunities for both teachers and students.

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FUNCTIONALITY OF LINGUISTIC SEARCH PROGRAMMES

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Abstract. The article considers practical application of linguistic search programmes. It focuses on the corpora that may be used by those, who study English as a foreign language. The paper presents several approaches to the definition of corpus, its historical background and objectives.

Keywords: corpus, concordance, search, programmes, context.

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КОМПЕТЕНЦИИ И ИННОВАЦИИ В ДОШКОЛЬНОМ ОБРАЗОВАНИИ

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