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METHODOLOGICAL MODELLING OF INTERACTIVE AND INTEGRATIVE TECHNOLOGIES FOR DEVELOPING REDUPLICATIVE LEXICAL COMPETENCE IN DOCTORAL AND TERTIARY EFL EDUCATION

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Annotatsiya. Mazkur tezisda doktorantura va oliy ta'lim bosqichida ingliz tilini chet til sifatida o'rganuvchilarning reduplikativ leksik kompetensiyasini rivojlantirishga qaratilgan interfaol va integrativ texnologiyalarning metodik modeli asoslab beriladi. Ingliz va o'zbek tillaridagi takroriy hamda juft so'zlarning struktur-semantik va pragmatik xususiyatlari qiyosiy nuqtai nazardan tahlil qilinib, korpusga asoslangan o'qitish, raqamli interfaol platformalar va aralash ta'lim formatini birlashtiruvchi bosqichma-bosqich model taklif etiladi. Modelning maqsadli, mazmuniy, texnologik, jarayonli va baholash komponentlari hamda ularning o'zaro bog'liqligi yoritiladi.

Kalit so'zlar: reduplikatsiya, reduplikativ leksik kompetensiya, interfaol texnologiyalar, integrativ yondashuv, metodik modellashtirish, korpusga asoslangan o'qitish, doktorantura ta'limi, EFL.

Annotation. The thesis substantiates a methodological model of interactive and integrative technologies aimed at developing the reduplicative lexical competence of doctoral and tertiary learners of English as a foreign language. The structural, semantic and pragmatic properties of reduplicative and paired words in English and Uzbek are analysed contrastively, and a stage-based model combining corpus-informed instruction, digital interactive platforms and a blended learning format is proposed. The target, content, technological, procedural and assessment components of the model and their interrelation are described.

Keywords: reduplication, reduplicative lexical competence, interactive technologies, integrative approach, methodological modelling, data-driven learning, doctoral education, EFL.

INTRODUCTION

The modernisation of higher and postgraduate education in Uzbekistan has placed foreign language proficiency at the centre of academic mobility, international publication and research collaboration. For doctoral candidates and advanced university students, however, lexical competence is often reduced to the mastery of terminology and general academic vocabulary, while semi-idiomatic and morphologically marked units remain outside systematic instruction. Reduplicative words such as bye-bye, zigzag, chit-chat, hodge-podge, teeny-weeny or fancy-shmancy belong precisely to this neglected zone: they are frequent in spoken and semi-formal discourse, carry rich expressive and evaluative meaning, and are notoriously difficult for learners to recognise, interpret and use appropriately.

Knowing a word, as vocabulary research has long demonstrated, involves not only its form and meaning but also its collocational behaviour, register constraints and conditions of use[1]. For reduplicative units, each of these dimensions acquires special complexity: the learner must perceive the pattern of repetition, identify the type of phonological alternation, infer the added semantic shade (intensity, diminution, iteration, contempt, contrastive focus) and judge whether the unit fits a given communicative situation. We therefore define **reduplicative lexical competence** as an integrated

[1]Nation I. S. P. Learning Vocabulary in Another Language. – 2nd ed. – Cambridge: Cambridge University Press, 2013.

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ability to recognise, interpret, produce and pragmatically evaluate reduplicative lexical units in the target language on the basis of their structural, semantic and cultural properties, including an awareness of cross-linguistic correspondences with the learner's native language.

The aim of the present thesis is to substantiate a methodological model in which interactive and integrative technologies are purposefully combined to develop this competence in doctoral and tertiary EFL education. The research objectives are to clarify the linguistic foundations of reduplication relevant to teaching, to analyse the pedagogical potential of interactive and integrative technologies, and to design the components and stages of the model.

Theoretical linguistics provides a solid basis for the pedagogical treatment of reduplication. S. Inkelas and C. Zoll interpret reduplication as morphological doubling, arguing that the repeated part is a product of morphological rather than purely phonological copying, which explains why reduplicated forms often acquire meanings not derivable from their bases[2]. For English, the most productive types include total (exact) reduplication, ablaut reduplication with vowel alternation (ping-pong, flip-flop), rhyming reduplication with consonant alternation (helter-skelter, willy-nilly) and the pejorative shm-pattern. A distinct and pedagogically revealing phenomenon is contrastive focus reduplication, described by J. Ghomeshi and co-authors, in which a repeated lexeme singles out the prototypical sense of a word, as in I'll make the tuna salad and you make the salad-salad[3].

Typological studies show that total reduplication is a near-universal feature of the world's languages, although its productivity and functions vary significantly across language areas[4]. This observation is essential for the Uzbek EFL context. Uzbek possesses a highly developed system of repeated and paired words (asta-asta, kiyim-kechak, qip-qizil, bola-chaqa), in which reduplication regularly expresses intensity, collectivity and generalisation. Learners therefore bring a strong native-language model to English, which can facilitate recognition but also generate negative transfer, for instance, overgeneralising intensifying reduplication to English contexts where it sounds childish or ironic.

In language pedagogy, the integration of technology has moved from isolated drills to principled design. C. Chapelle emphasises that computer-assisted language learning should be evaluated in terms of language learning potential, learner fit, meaning focus, authenticity and positive impact[5]. P. Mishra and M. Koehler's TPACK framework highlights that effective instruction emerges only at the intersection of technological, pedagogical and content knowledge[6], which, in our case, means that a digital tool is productive only when it is aligned with the specific linguistic nature of reduplication. D. Laurillard's conception of teaching as a design science further supports the idea of building reusable pedagogical patterns in which acquisition, inquiry, discussion, practice, collaboration and production are balanced.

In the national methodological tradition, J. Jalolov stresses the communicative orientation of foreign language teaching and the necessity of taking the learners' native language into account when selecting and presenting lexical material[7]. Nevertheless, the analysis of the literature reveals a gap: reduplication has been studied extensively as a linguistic phenomenon, and educational technologies have been widely researched in general vocabulary teaching, yet there is no integrated methodological model that connects the two for advanced and doctoral learners.

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[2]Inkelas S., Zoll C. Reduplication: Doubling in Morphology. – Cambridge: Cambridge University Press, 2005.

[3]Ghomeshi J., Jackendoff R., Rosen N., Russell K. Contrastive focus reduplication in English (the salad-salad paper) // Natural Language & Linguistic Theory. – 2004. – Vol. 22, No. 2. – P. 307–357.

[4]Stolz T., Stroh C., Urdze A. Total Reduplication: The Areal Linguistics of a Potential Universal. – Berlin: Akademie Verlag, 2011.

[5]Chapelle C. A. Computer Applications in Second Language Acquisition. – Cambridge: Cambridge University Press, 2001.

[6]Mishra P., Koehler M. J. Technological pedagogical content knowledge: A framework for teacher knowledge // Teachers College Record. – 2006. – Vol. 108, No. 6. – P. 1017–1054.

[7]Jalolov J. J. Chet til o'qitish metodikasi. – Toshkent: O'qituvchi, 2012.

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The study employs theoretical analysis and synthesis, contrastive analysis of English and Uzbek reduplicative units, pedagogical modelling and expert evaluation. The proposed model consists of five interrelated components. The **target component** specifies the formation of reduplicative lexical competence through its formal, semantic, pragmatic and contrastive subcomponents. The **content component** includes a frequency-based and typologically organised inventory of English reduplicatives, correlated with Uzbek equivalents and non-equivalents.

The **technological component** unites two groups of tools. Interactive technologies comprise corpus-based data-driven learning with concordance tasks (e.g. the BNC and COCA), gamified digital exercises, collaborative annotation boards and peer discussion in small groups. Integrative technologies ensure the embedding of reduplication into broader academic activity through a blended format on an LMS platform, flipped-classroom preparation, content-and-language tasks connected to the learners' research fields, and reflective e-portfolios. The **procedural component** organises instruction in five stages: awareness raising, structural and semantic analysis, controlled interactive practice, communicative transfer and reflection. The **assessment component** defines criteria and levels (receptive, reproductive, productive and creative) for diagnosing the development of the competence.

CONCLUSION

Reduplication represents a structurally transparent yet semantically and pragmatically complex layer of English vocabulary that deserves purposeful attention in tertiary and doctoral EFL education. The analysis demonstrates that its effective teaching requires both a solid linguistic foundation and a technologically supported environment in which learners actively discover patterns, compare them with the native language and apply them in authentic communication. The proposed methodological model integrates interactive tools, which foster discovery and collaboration, with integrative technologies, which embed reduplicative units into the learners' academic and professional activity. The model can be implemented in practical English courses, academic writing and speaking modules for doctoral candidates, and its experimental validation constitutes the next stage of the research.

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