

ON THE HISTORY OF GRAMMAR-DICTIONARY

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Annotation. The article deals with dictionaries, textbooks that serve as ancient school textbooks, their historical roots and developmental stages.

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When talking about the gradual development of lexicography, the sequence of translation dictionaries - linguistic dictionaries - encyclopedic dictionaries - educational (training) dictionaries - electronic dictionaries is mentioned in many places. Researches on the history of lexicography in world linguistics show that the first versions of dictionaries were created for educational purposes - the first examples of dictionaries were actually elementary textbooks created for schools, more precisely, dictionaries served as textbooks in elementary schools.

As you know, the Ancient Near Eastern world covered a huge area, including North, North-Eastern Africa, Old Asia, Iran, southern regions of Central Asia, India, China, Japan, Korea and South-East Asia, and areas with different natural environments in between. [Kabirov, 2018: 10], has a unique place in world civilization. The countries of the Ancient East are also the homeland of the first schools, the first textbooks, textbooks, especially the first dictionaries that served as ancient school textbooks. But although the history of early written literature in the East, West, and Europe goes back mainly to dictionaries, the history of lexicography does not go back that far. According to the sources, practical lexicography appeared 4 thousand years ago in the form of glosses, glossaries and vocabularies [Berkov, 1973: 3]. Early examples of dictionaries are in Sumerian culture (XXV century BC), China (XX century BC), Ancient Egypt (XVIII century BC), Japan (VIII century BC) and other countries in the type of explanatory dictionary. it can be witnessed that it was created in hieroglyphic script. Yu. Pollux's "Onomastikon", Sanskrit "Amarakosha" dictionary, and Aristophanes Byzantium's ideographic dictionaries of XX-XX centuries prove our opinion [Dubichinsky, 2008:17].

P.N. Denisov, one of the founders of Russian educational lexicography, spoke about the historical roots of educational lexicography: "Historical sources testify that educational dictionaries appeared before general dictionaries. The appearance of explanatory dictionaries, which have a common size and function, excluding the Chinese lexicographic traditions, coincides with the period of formation of national languages in Europe. For example, the Italian dictionary of the Kursk Academy (1612), the dictionary of the Russian Academy (1789-1794), etc. Grammatical assignments, questions, and exercises were added to these dictionaries created for educational purposes, which caused them to be viewed as a manual and textbook

for teaching foreign languages. Academic dictionaries naturally got involved in the teaching of foreign languages, in fact, their historical connection with historical texts and grammar goes back 40-45 centuries" [Denisov, 1977: 218].

The approach to lexicography from the historical-cultural point of view shows that the dictionaries were related to the "social order" of different countries during the period of social, economic and cultural development. More specifically, the emergence of the cultural, social, and economic environment that created the need for a dictionary corresponded to different periods in different countries.

Scientific study of educational dictionaries in the 17th century by the first English lexicographer S. Johnson, in the 19th century by French linguists J. Dubois, K. Dubois, G. Matore, B. Kyumada, K. D. Buck in American linguistics, J. Malkill in Spanish linguistics, It begins with the works of Russian linguistics P.N. Denisov, L.A. Novikov, V.V. Morkovkin, and V.G. Gak.

Introduction to the book "The plan of a Dictionary of the English Language" by S. Johnson, the first English lexicographer, published in London in 1747, dedicated to the reform of English spelling, pronunciation standards, etymology of words, and the standards of the English language in general In the second part, while focusing on the practical importance of dictionaries, he says: "Deep scientific knowledge is not necessary to solve everyday practical problems. The value of vocabulary is measured by the results that come from it. If a dictionary cannot give something to the user, it will not win the attention of sharp critics. That is, if the mechanism gives pleasure to the user with its delicate device, and requires such delicate knowledge in its use, it has no benefit for the ordinary worker [Johnson, 1747: 4-5]. S. Johnson points out that excessive complexity makes the dictionary a useless item, that the dictionary should be user-friendly, simple, and understandable. He emphasizes that any dictionary has a didactic nature, it is necessary to pay attention to educational orientation.

The French linguist and lexicographer J. Dubois calls all dictionaries direct educational dictionaries. In his work "Dictionnaire et discourse didactique" (Dictionnaire et discourse didactique), published in 1970, he says that historical grounds, not scholastic arguments, led him to such a conclusion. [Dubois, 1970: 42]

G. Matore, in his book "History of French Lexicography", discusses the role of dictionaries in the development of society. "The dictionary is not just a herbarium, a museum, or an art gallery for a group of bored viewers," he says. at the same time, a living assistant is a real treasure of every household" [Matore, 1968: 46].

P.N. Denisov emphasizes that the theory of lexicography as an independent historical-philological and linguistic science was formed in this way. According to him, the conceptual theoretical structure of lexicography was formed in connection with the development of philology, linguistics and other social and even concrete sciences [Denisov, 1977: 217]. P.N. Denisov cited K.D.Bak's "A Dictionary of Selected Synonyms in the Principal Indo-European Languages" published for the first time in paper form in 1949 to substantiate his views based on facts. While analyzing etymologically and semantically the synonyms found in the main Indo-European languages in the dictionary, K.D.Bak also dwells on the etymology of the word "dictionary". He points to the term's ability to convey information and provide information, and "The ancestors of today's big dictionaries were glossaries or vocabularies that

comment on obscure words, idioms, and dialectisms that appear in the text of a work and are rarely used in the language. Therefore, the term "dictionary" is based on "word". In particular, Pollux's famous dictionary "Onomasticon" is based on the meaning of "word, name" [Buck, 1949]. K. Bak, citing a number of terms used in the meaning of dictionary in Roman and Germanic languages, emphasizes that etymologically, the term "dictionary" in many languages in ancient times was related to a word that could mean speech in a broad sense, language in general, philosophical (literary) "commentary" and thematic classification. .

P.N. Denisov said that these analyzes show that the oldest dictionaries were dictionaries of translations and words whose meaning is difficult to understand (the task of providing information), they served for the school (the dictionary was adapted to the educational process), and in most cases the vocabulary was based on thematic order (the task of systematization) passes and comes to the conclusion that dictionaries are always connected with the learning goal [Denisov, 1977: 214].

The style of V. G. Gak is leading in covering the historical development of educational lexicography in Europe. In his article "О некоторых закономерностях развития лексикографии (учебная и общая лексикография в историческом аспекте)", V.G. Gak distinguishes three periods in the formal and functional development of lexicographic works created in Europe:

1. The period before dictionaries (up to the 15th century);
2. The period of the first dictionary (XV-XVII centuries);
3. The period of development of lexicography (XVIII century) [Gak, 1977: 11-27].

Pre-dictionary lexicographical works, as mentioned above, in early civilization centers such as Ancient Mesopotamia, Egypt, Greece, in the second millennium BC, mainly glossaries, vocabularies created for the purpose of interpreting or translating obscure words in ancient manuscripts (textbooks or each of its sections) a brief dictionary) and covers sources from the onomasticons up to the 15th century AD. Most of them were created not with the concept of a dictionary, but with the purpose of a textbook, a study guide. In order to be easy to use, these teaching tools are reminiscent of the style of modern dictionaries, covering only the most necessary concepts, words with unclear meaning, and giving them a brief explanation. By the 15th century, the dictionary was separated from the textbook and began to appear in sources as the name of a separate lexicographic genre. Therefore, V. G. Gak calls the period to which these works belong "the period before dictionaries". The fact that the learning goal is combined, grammar exercises, questions and assignments are attached is the basis for calling these sources "textbook", and the fact that the most basic concepts are often combined in alphabetical order or in thematic groups and briefly explained is called "dictionary".

First of all, let's consider about the terms "vocabulary", "lexicography", "educational vocabulary" and "educational lexicography".

The lexeme "dictionary" has its own historical term in each language, which is "dictionaru" in English, "dictionnaire" in French (lat. "dictionarium" - to explain, explain, show), in Persian "farhang" ("far" in the ancient Pahlavi language - high, "khang" - word, "supreme word", "culture"), in Russian "словарь", in Arabic "لُغَة", in Sanskrit "kosha" ("amarakosha" - treasure) and "nighantu" (commentaries on the Vedas) and other forms occurs.

The term "dictionary" appears for the first time in Europe in English in the form of John Garland's dictionary. T. Eliot's Latin-English dictionary published in 1538 is noted as the first book of the current dictionary type. Most researchers of scientific lexicography are based on S. Johnson's famous dictionary created in 1755 in English ("A Dictionary of the English Language" and D. Diderot's "Encyclopédie" created in 1766 in French ("Encyclopédie ou dictionnaire raisonné des sciences, des arts et des métiers" (Encyclopedia or explanatory dictionary of science, arts and crafts) and P. Larousse's "Grand Dictionnaire universel du XIX^e siècle", the Brothers Grimm created dictionary ("Deutsches Wörterbuch") in 1852 in German, Arab scientific lexicography in the 17th century with dictionaries dedicated to the interpretation of words in the holy book of Islam "Qur'an", they note that the beginning of the American lexicographic tradition began with the dictionaries of N. Webster in the 19th century [Dubichinsky, 1998: 14].

The "Sanglosh" dictionary, created in 1759-1760 by the famous lexicologist and lexicographer Mirzo Mahdikhan, which has a special place in the eastern lexicography, also explains the linguistic terms specific to the eastern languages. In particular, the term "dictionary" is explained as follows:

"DICTIONARY" - لغت (Arabic) a) language, speech. Persian dictionary (Persian language), Arabic dictionary (Arabic language), Turkish dictionary (Turkish language); b) word, word, means of speech. Mongolian dictionary (Mongolian words), the dictionary is mushkala (difficult words); c) dictionary book, work of lexicography. Vocabulary (lexicography, dictionary); g) "dictionary" - dictionaries ["Sanglox", 1960].

It seems that in all languages of the world "dictionary" refers to a word and its meaning. The word and its explanation formed the basis of the oldest school manuals - glossary, vocabulary, alphabet, onomasticon. Therefore, the history of world lexicography begins with the XV-XVI centuries, when the word "dictionary" was found.

V.V. Dubichinsky says that although the term "lexicography" comes from the Greek words λεξικός (lexíso) - "word" and γραφω (grapho) - "to write", it is not a term belonging to the ancient Greek language. According to him, this term appears for the first time in *Etymologicum Magnum* (the traditional name of the Greek lexical encyclopedia of unknown author, created in Constantinople in 1150 - B.B.) in the form *lexikographos* - "collection of words". Also, in 1578, this term was lexicographed in the famous "Deux dialogues du nouveau langage François, italienisé" work dedicated to lexicography by Henri Etienne, lexicography in the Oxford dictionaries of the English language created in 1680, lexicography in German from 1698, in the above-mentioned world-famous "Encyclopédie" of the French. notes that it occurs in the form of lexicography [Dubichinsky, 2008: 17].

Similarly, P.N. Denisov said, "No matter how ancient the dictionaries are, the history of the term "lexicography" does not go back far: in English linguistics, it can be traced back to 1680, in Russian linguistics, to 1845, and to Poles, since 1861. The emergence of lexicography in European countries differs by two or three centuries in connection with the intellectual development of the country. He points out that the late entry of the term into the scientific circulation was caused by the fact that although the basis of these words belongs to the ancient Greek and Latin languages, they were not found as a term in the fund of international scientific dictionaries [Denisov, 1977: 208].

The emergence of modern educational vocabulary coincides with the beginning of the 20th century, first in English, then in European (French, Spanish, German, Russian, etc.) linguistics. V. G. Gak summarizes his article on the historical aspects of educational vocabulary and general vocabulary as follows: "Our analysis shows that, in fact, educational dictionaries are not based on general dictionaries, but general dictionaries were created as a result of the evolution of educational dictionaries. [Gak, 1977: 27].

In his article "Об универсальной структуре словарной статьи", P.N. Denisov reacts to the history of educational lexicography and draws attention to the following: "The first versions of ancient dictionaries were in the form of lists of words with unclear meaning - glossaries. Later, a collection of glossaries began to appear based on the works of Homer and other ancient writers. Aristophanes of Byzantium (3rd-2nd centuries BC) compiled a lexicon of his works, in which a large part of the vocabulary was made up of words found in passages from the works of ancient writers. Also, Dionysius Frakiysky's (II century) school grammar in the form of a dictionary had its own value" [Denisov, 1977: 210].

It is known that Mesopotamia is a center of civilization with an ancient and rich culture, and the origins of many sciences go back to this place. Another achievement of the people of Mesopotamia was the invention of writing on this land. The first writing was discovered in Sumer in the 1st millennium BC and is also called Sumerian writing. This writing is pictorial (hieroglyphic), and the words and phrases to be spoken are expressed through pictures and symbols. For example, the word "bird" is represented by the image of a bird, the word "water" is represented by three wavy lines, and the word "star" is represented by images of a star [Vasilev, 1998: 55].

In this country, representatives of several - Akkadian, Sumerian, Elamite, Aramaic, Amorite and other nationalities intermarried, and there was a great need to learn the language in order for them to communicate with each other. This need led to the creation of textbooks for language teaching - examples of ancient dictionaries. Thus, Mesopotamia entered history as the homeland of the first dictionaries. According to the book "History of the Ancient East" by the famous historian V. I. Avdiev, the two tribes of Ancient Mesopotamia - Sumerian and Akkadian Semites - spoke completely different languages and were closely related to each other in marriage. This created the need for school textbooks that serve to learn both languages. For this purpose, a list of logical symbols representing various concepts that help to communicate in Sumerian and Akkadian languages has been compiled. Consisting of a large list of mountains and countries, gods and temples, stone and plants, wooden and leather objects, names of tools and other concepts, these manuals served as a practical and important tool for studying the Sumerian and Akkadian languages [Avdiev, 1970 : 130].

Pollux's dictionary can literally be called a dictionary created for educational purposes. In the last years of his life, the author lived in Athens and taught rhetoric. For him, the need for teaching aids was great. Therefore, on the basis of the dictionary, the author summarized his views on rhetoric, the secrets of public speaking, and speech development and used it as a guide in practice. In general, "Onomastikon" served as a dictionary-textbook for speech training in Greece, where oratory was highly valued and raised to the level of art for several centuries. All things considered, ancient dictionaries were originally created for schools near temples, and based on the purpose of imparting religious knowledge, explaining obscure words in holy books.

Later, dictionaries performed the task of explaining the meaning of words related to the works of famous artists of the time, some concepts found in examples of folk oral creativity, and the way of life of the people. In this way, one after the other, the first dictionaries, which serve as textbooks with the purpose of teaching another language, begin to appear in the world. All of these dictionaries are united by one thing in common - the educational goal. They are based on the task of explaining the meaning of unclear words and developing the skills of the young generation related to language culture.

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