

GRADUONIMIC APPROACH IN LEARNING DICTIONARIES

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ABSTRACT

We know that educational lexicography is recognized as a separate independent field of lexicography. In her dissertation entitled “Educational lexicography in Uzbekistan: linguistic foundations, history and perspectives” [1], Professor B.Bahriddinova brings the issue and tasks of modern educational lexicography to the agenda. B.Bahriddinova reacts to the problems and tasks related to educational lexicography as follows: attention was drawn. The linguo-didactic direction between linguistics and pedagogy is developing as a special branch of educational vocabulary. At the moment, educational dictionaries are used in the educational system as an auxiliary tool for school textbooks, which fulfill an important socio-political and cultural task in educating a generation that is faithful to national values, has a broad worldview, is mature, independent-minded, fluent in oral and written speech. occupies a special place”[1].

In this research of the scientist, the study of the field of educational vocabulary is described in detail on the example of world experience. The linguist acknowledges the research carried out in world linguistics on educational vocabulary. In particular, linguists such as S. Johnson, J. Dubois, K. Dubois, G. Matore, B. Kyumada, K. D. Buck, J. Malkiel, P. N. Denisov, L. A. Novikov, V. V. Morkovkin, L. V. Sherba, V. G. Gak [2:73] deeply analyzes theoretical approaches. In this regard, it is also worth noting the scientific research of scientists such as V.Blanar, Ye.M.Vereshchagin, V.G.Kostamarov, L.V.Malakhovsky.

The works of scientists such as P.N.Denisov, L.A.Novikov, and V.V.Morkovkin are especially noteworthy in the field of Russian educational lexicography. The term “educational vocabulary” was explained for the first time by L.A. Novikov, the tasks, problems of educational vocabulary and specific types of educational vocabulary were described. He also explains the relationship of educational lexicography to related lexicography as follows: “Compared with academic lexicography, educational lexicography is small in size and lexicography oriented towards educational goals”[3:11].

The question of the first appearance of educational lexicography in lexicography has been of interest to linguists and lexicographers, that it is a separate lexicographic genre, and the question of its several classification signs has been of interest to linguists, and V.V. Dubichinsky has discussed this in detail in his work “Teoreticheskaya i prakticheskaya lexicography”.

Linguist B. Bahriddinova also emphasizes L.A.Novikov’s important approaches to educational lexicography: “L.A.Novikov clarified the views on the typology of the educational dictionary based on L.B. Shcherba's dictionary typology. According to him, this type of dictionary should cover the most important aspect of the lexical system. Revealing the importance of a certain

aspect of the vocabulary layer of the language should be done taking into account the main lexicological concepts and categories[1;47].

Also, B.Bahriddinova, in her turn, notes the following regarding the history of lexicography and educational dictionary: – it shows that the first examples of dictionaries were in fact primitive textbooks created for school, or rather, the dictionary served as a textbook in elementary school[1;72].

In the field of educational lexicography, it is necessary to highlight the services of modern enlighteners. Linguist S.Normamatov's doctoral dissertation entitled "The role of modern enlighteners in the formation and development of Uzbek lexicography"[2] provides detailed information on the work done by modern enlighteners in the field of lexicology. In particular, special attention was paid to the creation of bilingual Russian-Uzbek dictionaries during the rule of Tsarist Russia, and the publication of the "Brief Russian-Uzbek Political-Legal Dictionary" by Ghazi Olim Yunusov in 1926. This dictionary is one of the first translation dictionaries for terms in Uzbek lexicography. "Lug'oti sitta al sina" (Tashkent, 1901) multilingual (6 languages) translation dictionary of Ishaqkhan Ibrat from Toraqorgan (Namangan region), one of the leaders of Jadid representatives, is also of particular importance. This dictionary, in general, is the first multilingual dictionary in the history of Uzbek dictionary after the multilingual dictionary "Tarjumoni Turki va Ajami va Moghul va Farsi" compiled in the 14th century. is very important because it is a dictionary"[7].

Based on the research of B. Bahriddinova, it should be noted: "By the middle of the 20th century, in many developed countries of the world, in particular, the USA, Great Britain, Russia, Germany, France, the development of the state language, national and foreign language increased attention to learning. The government recognized the dictionary as the most necessary tool for achieving this goal and set an important socio-political order for the linguistics of the time - to create school dictionaries that serve to increase the efficiency of language use and rapid teaching of a foreign language. Advanced linguists, lexicographers, pedagogues and psychologists of the time conducted serious scientific research in this regard. In many countries, a new branch of educational lexicography has emerged from general lexicography, and this branch has become the most active, "hot" field of lexicography and lexicography[1;72].

Uzbek academic vocabulary and its formation, in Uzbek linguistics, opinions related to the meaning of terms such as academic vocabulary, academic dictionary are also presented in this study: "O' As a result of the granting of the status of the state language to the Uzbek language and the achievement of national independence, the attention to the official language of the state - the Uzbek language - has increased. The main task of mother tongue education is to cultivate a creative thinker. Working with native language textbooks created on a cognitive basis has increased the demand for the expansion of textbook aids, the creation of a dictionary and various information banks. In our linguistics, the terms "educational vocabulary" and "educational vocabulary" appeared. In particular, while summarizing the achievements of Uzbek lexicography in the book "History of Uzbek Linguistics" published in 2002 by Professor A.Nurmonov, it was noted that a new branch of Uzbek lexicography was founded - educational lexicography[1;114].

Currently, it is necessary to highlight the services of scholars such as M.Umarkhodjaev, N.Mahmudov, B.Mengliev, B.Bahriddinova in Uzbek linguistics in the discussion and research of current issues of educational lexicography.

It is known that any dictionary has the purpose of providing information and teaching something. However, the dictionaries intended for direct education are included in the category of educational dictionaries and they are created on the basis of special linguo-didactic principles and criteria.

In the encyclopedic dictionary of pedagogical concepts, the concept of the educational dictionary and the characteristics of the educational dictionary are described as follows: “The educational dictionary is an independent view of the dictionary in lexicography; it is characterized by its educational orientation and being considered a teaching tool. It is characterized by the structure of the dictionary, the criteria for word selection, the placement of the vocabulary material, the method of presenting and interpreting linguistic information, the language of the presentation of the material, its size, design and other features[8].

Through the research work of B. Bahriddinova, we can also observe the definition given to the educational dictionary by the Russian lexicographer V.V.Morkovkin: “A study of a lexicographic work of any genre and size specially created for the purpose of obtaining information and helping to learn a language is called a dictionary”[1; 22]. In this definition, two aspects are important: the acquisition of information and the service of language learning. According to V. Morkovkin, the concept of educational dictionary in a broad sense, that is, not only an auxiliary didactic tool of a specific textbook, but a specially created dictionary that provides information and information in general.

The solution of two main problems, which are inextricably linked to each other in the creation of a teaching vocabulary by experts in the field, namely:

- 1) vocabulary selection and presentation method;
- 2) emphasizes the need to take into account the stage of education, speech activity situation, speech style, learner's native language, cultural, spiritual level, etc[9;4]. It is clear from this that the educational dictionary also requires to be based on linguistic and didactic principles, which also implies the development of the personal competence of the learner and the user of the dictionary.

“In recent years, the definition of the term “educational lexicography” emphasized the connection of the dictionary with the methodology of teaching the language being studied, that is, “educational lexicography is a dictionary or dictionary of lexicography It was also noted that it is a special field that covers the theoretical and practical aspects of the description of language units aimed at pedagogical goals in other works of the type”[5; 8].

It is known that there are specific criteria for creating a dictionary, educational lexicography and the descriptive features of the educational dictionary, which is its object, mainly imply three features:

- orientation to the educational goal;
- volume limitation;
- emphasis is placed on language (mother tongue or other language) intended for teaching. By providing these three factors, it is possible to achieve the goal set before the educational dictionary.

In the approach of the Russian lexicographer V. V. Morkovkin, the size of educational dictionaries is not taken as a leading criterion, but the main attention is paid to the fact that dictionaries of this type have a linguo-didactic character, that is, they are oriented towards education. It is also noted that it is a science that emerged at the intersection of a separate linguomethodical direction of educational lexicography, traditional lexicography and linguomethodology[6;31].

B. Bahrididnova describes the term educational dictionary in her doctoral dissertation as follows: “The vocabulary is arranged on the basis of certain criteria, able to meet the educational and methodological requirements, serves to form the communicative competence of the learner, and a means of quick and convenient presentation of information is called an educational dictionary”[1;58].

Researcher G.Mirkhanova’s PhD thesis entitled “Linguistic basis of the compilation of the educational annotated dictionary of synonyms of the Uzbek language” states the following: it can be differentiated according to the polygraphic requirements, design and composition, arrangement of vocabulary parts - megastructure. B. Bahrididnova stated that the general structure - megastructure of the Educational Dictionary consists of the following main parts:

- 1) access;
- 2) educational and methodological support;
- 3) dictionary corpus;
- 4) appendix - rules for using the dictionary, a list of used conditional abbreviations, main and auxiliary indicators, etc[4;59].

The main criterion for determining the leveling event is the decrease or increase in the amount of the sign (event) in a certain direction. Philosophical foundations of leveling and the scale of formation in it show that this phenomenon finds its expression among types of languages, in connections between language families and dialects of the same language, in general, all levels of the language, their units, general and specific systems.

Within the issue of word grading, the concept of grading line also occupies a leading position. Therefore, we think it is permissible to pay attention to the meaning of this term. This series, formed on the basis of the level of a certain sign in the meaning of the word, should have several characteristics. Grading line - the content of the line must consist of at least three grading units. A sequence of lexemes in a string, ordered by their internal relations. Grading series - a series of lexical and phraseological graduations based on their location, level of use and methodological subtleties. It is clear from the above that the gradation series is an integrated microsystem with a specific linguistic nature.

It is known that the graduonymic paradigm is always open, like the synonymous paradigm. Therefore, from time to time, the vocabulary of graduonym dictionaries - graduonym series, first of all, goes out of use based on the requirements of the time, speech, and society, and is enriched with new ones. Also, changes in the semantics of words serve as a factor for the emergence of new ranking series.

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