

IMPROVING THE PRINCIPLE OF GRADING IN THE ANNOTATIONS OF UZBEK EDUCATIONAL DICTIONARIES

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ABSTRACT

This article discusses the theoretical and practical aspects of the principle of grading in the annotations of Uzbek educational dictionaries. It is shown that improving the principle of grading will ensure that the annotations are clear, concise and didactically convenient, and that the ability of students and users to use the dictionary effectively will expand. The article also analyzes the existing shortcomings and studies modern methodological approaches to grading in educational lexicography and mechanisms for its practical application.

Keywords: Educational dictionary, annotation, grading principle, lexicography, improvement, methodology.

INTRODUCTION

In modern linguistics, the field of lexicography is developing rapidly, and the issues of compiling educational dictionaries and improving their quality require special attention. The main task of educational dictionaries is to help language learners master vocabulary and use lexical units correctly.

As is known, any dictionary has the goal of providing information, information, and teaching something. However, dictionaries that are directly aimed at education are included in the category of educational dictionaries and are compiled on the basis of special linguodidactic principles and criteria.

The dictionary of pedagogical concepts describes the concept of an educational dictionary and the characteristics of an educational dictionary as follows: "An educational dictionary is an independent form of a dictionary in lexicography; it is characterized by its educational orientation and being considered a teaching tool. It is characterized by the structure of the vocabulary, the criteria for word selection, the placement of dictionary material, the method of presenting and interpreting linguistic information, the language of presentation of the material, its size, design and other features"¹.

Experts in the field emphasize that when creating an educational dictionary, two main, interrelated problems must be solved, namely:

- 1) the selection and presentation of vocabulary;
- 2) the stage of education, the situation of speech activity, the style of speech, the native language of the learner, the cultural and spiritual level of the learner, etc. It is clear from this that an educational dictionary also requires a basis in linguistic and didactic principles, which also implies the development of the personal competence of the learner, the user of the dictionary.

¹ Педагогический энциклопедический словарь / Редкол.: М.М.Безруких, В.А.Болотов, Л.С.Глебова и др.; Гл. ред. Б.М. Бим-Бад. – М.: Большая Российская энциклопедия, 2002. – 528 с. – С. 262.

“In recent years, the definition of the term “educational lexicography” has emphasized the connection of the dictionary with the methodology of teaching the language being studied, that is, it was also noted that “educational lexicography is a special field of lexicography that covers the theoretical and practical aspects of the pedagogically oriented description of language units in dictionaries or other dictionary-type works.” As is known, there are specific criteria for compiling a dictionary, and the descriptive features of educational lexicography and its object, the educational dictionary, mainly include three features:

- educational purpose;
- limited in volume;
- emphasis is placed on the fact that the language (native language or another language) is intended for teaching. By ensuring these three factors, the educational dictionary can achieve the goal set before it.

In the approach of the Russian lexicographer V.V. Morkovkin, volume is not taken as a leading criterion in educational dictionaries, but the main attention is paid to the fact that such dictionaries have a linguodidactical character, that is, are educationally oriented. It is also emphasized that educational lexicography is a separate linguomethodological direction, a discipline that emerged at the intersection of traditional lexicography and linguomethodology. It is worth noting that in recent years, the general structure of educational dictionaries has been improving depending on the authors' experience in compiling dictionaries, the type of dictionary - electronic or printed, and other factors. We can rely on the work of researcher G. Mirkhanova in forming the megastructure of a new generation of educational dictionaries. The researcher's work notes the following regarding the megastructure of the educational dictionary of phrases: "The megastructure of the educational dictionary should consist of an introduction (1); educational and methodological support with titles such as “How to use the dictionary?”, “Instructions for using the dictionary”, “Instructions for working with the dictionary” (2); conditional abbreviations used in the dictionary and their explanations (3); dictionary corpus, that is, vocabulary (4); appendix (5). He also emphasizes that the general structure, along with several parameterized parts based on current lexicographic traditions, is enriched with new parts based on innovative methods of presenting lexical units in the dictionary for educational purposes." The "German-Uzbek Dictionary of Phraseologisms with Zoonymic Components" by linguists M. Umarkhodjayev and O. A'zamov is also an important source in this field.

It is understood that educational dictionaries are important didactic tools located at the intersection of modern linguistics and pedagogy. Their main task is not only to explain the meaning of words, but also to systematically develop the lexical competence of language learners. This section analyzes ways to further improve the principles of semantic gradation in educational dictionaries.

Full and clear reflection of semantic relations. In order to increase the effectiveness of educational dictionaries, it is necessary to more fully and clearly reflect the semantic relations between words. While traditional dictionaries mainly provide explanatory meanings, educational dictionaries should also reflect paradigmatic and syntagmatic relations. For example, for the word “book”, not only the main meaning (“written work intended for reading”)

should be indicated, but also its hyperonym ("literature"), hyponym ("novel", "poetry collection") and meronymic relations ("page", "cover") should be indicated.

It is advisable to use the principle of hierarchical structure in expressing semantic relations. In this case, one can rely on the theory of "semantic field" proposed by V.V. Morkovkin. Each lexeme is considered within its semantic field and its relationship with other units within this field is determined.

Expansion of illustrative examples. The principle of contextual learning is of particular importance in modern linguistic didactics. It is necessary to increase the number and quality of examples showing the contexts of use of words in educational dictionaries. In this regard, it is recommended to adhere to a number of criteria. First of all, the examples should be realistic and modern. Instead of old and outdated examples, examples that are used in everyday life, useful for students clear and relevant examples should be used.

It is advisable to give at least 2-3 examples for each meaning, and these examples should belong to different styles and genres. For example, for the verb "to read", examples can be given in formal ("The judge read the verdict"), informal ("I am reading the book for fun") and artistic ("The stars read fate") styles.

Systematic indication of types of lexical-semantic relations. The need to systematically indicate synonyms, antonyms and other types of lexical-semantic relations in educational dictionaries is based on the theory of lexical-semantic systems of A.A. Ufimtseva. This approach includes the following principles:

1. A complete list of synonyms for each lexeme and the definition of semantic differences between synonyms. For example, for the adjective "beautiful", the specific meanings of the synonyms "beautiful", "charming", "kind" should be distinguished.
2. Antonym pairs should be indicated not only at the lexical, but also at the contextual level. Examples of the use of the antonym pair "high - low" in different contexts ("high mountain" - "low place", "high voice" - "low voice") should be given.

Grouping by semantic areas. Grouping vocabulary by topics or semantic fields is based on J. Trier's theory of "semantic fields". This approach has a number of advantages. In particular, it helps to systematically master words related to one topic. For example, within the semantic field of "education", "teacher", "student", "lesson", "knowledge", "skill" and other lexemes are studied together. The paradigmatic relationships between words become clearer and the memorization process becomes easier.

When compiling educational dictionaries, it is necessary to adhere to the following linguodidactic principles. The principle of gradualness - words should be arranged according to the level of complexity. Simple and widely used words are given first, and then specialized terms are introduced.

According to the principle of functionality, the information presented in the dictionary should be intended for practical use.

Improving semantic gradation in educational dictionaries should be based on the achievements of modern linguistics and pedagogy. Full reflection of semantic relationships between words, extensive use of illustrative examples, systematic presentation of lexical-semantic relationships and grouping by semantic areas significantly increase the didactic

effectiveness of educational dictionaries. The implementation of these principles serves to systematically develop the lexical competence of language learners.

REFERENCES

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