


Bilingual Lexical Units: Semantic Criteria in Education Dictionaries

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Abstract: Language serves as a crucial conduit for communication, reflecting the spiritual richness, cultural heritage, values, and history of each nation. Simultaneously, it stands as a vital emblem of a nation's survival on the global stage. Acknowledging and respecting the languages of different nations becomes a pivotal guarantee for global peace and harmony amid intensified international relations in the era of globalization. Prioritizing the development of foreign language skills in education is a cornerstone of socio-political and cultural progress, playing a pivotal role in a country's advancement. Attaining a high level of linguistic proficiency, encompassing fluency in two or more foreign languages, enhances a modern learner's potential, broadens their perspective, and bolsters competitiveness in the job market.

1 INTRODUCTION

The "semanticization of onomastic units" in bilingual educational dictionaries refers to the process of not only providing translations of proper names (onomastic units) from one language to another but also adding semantic information or explanations to help learners understand the meaning or significance of those names within their cultural or linguistic contexts. Since the problem of polysemy and homonymy in educational dictionaries, and its application to practical and theoretical lexicography is a separate source of research, we will limit ourselves to a brief analysis. Another problem related to the semanticization of blind words in English-Uzbek and Uzbek-English dictionaries is related to the separate separation of individual speech meanings and derived meanings in the dictionaries. In other words, giving speech meanings and occasional meanings that are very close to each other in the dictionary as independent derived meanings makes it impossible to distinguish one meaning from the other.


According to the criteria of educational lexicography, there are certain requirements for the inclusion of territorially limited words in the dictionary - dialectisms, obsolete words - historicisms, archaisms, colloquial speech units, professionalisms, terms, borrowed words. G. Mirkhanova stated, "If a word with the same meaning in the literary language has dialectal, archaic, borrowed synonyms and is found in the works given in school textbooks (mainly,

literature textbooks), as well as in related dictionaries, and in other artistic works, if it is close to the literary language even in rubric sources, it can be included in the vocabulary of the dictionary." When introducing archaisms and historicisms into the dictionary, it is necessary to approach each of them individually, to take into account the value of each word in its time and at present, and at the same time, the appropriateness of the unit with each meaning to the age of the student, editorial- It is also necessary to pay attention to its psychological feasibility.

In bilingual educational dictionaries, proper names such as names of people, places, organizations, etc., are often included to help learners understand texts or conversations in the target language. However, these names may not have direct equivalents in the other language, or their meanings and cultural connotations may not be immediately obvious to language learners. Therefore, the process of semanticization involves providing additional information about these names beyond simple translation, such as Meaning: Explaining the literal meaning or etymology of the name, especially if it's a place name or a personal name with specific significance.

2 RESEARCH METHODOLOGY

Cultural Context: Providing information about the cultural, historical, or geographical context

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associated with the name. This helps learners understand why a certain name is important or commonly used in a particular context. Usage: Explaining how the name is used in different contexts, including any variations or nuances in meaning. Examples: Provide examples or sentences where the name is commonly used to illustrate its usage in context. Related Terms: Including related terms or concepts that are associated with the name to give learners a broader understanding of its significance.

Although the metaphorical expression has become a habit, it is generalized, but there is no need for a separate separation if there is no specificity in its use in relation to the primary name. "It shows that there is a mental oration, especially in the metaphorical use, whether it is linguistic or speech, formal or occasional expression. One of the main tasks of a metaphor is representation (combination, consolidation, and generalization). Human thinking has the qualities of infinity and finitude. Therefore, in the metaphor, the principles of economy and effectiveness are combined. Human memory is not adapted to having a separate word for each event. This is due to his limited opportunities. This limitation is associated with frugality."

Semanticization enriches the content of bilingual educational dictionaries by providing learners with not just translations but also the cultural and contextual information they need to fully comprehend and use proper names in their language-learning journey. This approach enhances the learner's understanding and appreciation of the language and its cultural nuances.

Polisemia is the most important source of language vocabulary, the general basis of expressive speech methods. One of the most important and indispensable features of language in language teaching, including English language teaching, is the appropriate use of the semantic and methodological capabilities of the language being studied by students, the formation of the skills of choosing words by the speech situation. Blind meaning has a special place.

The main problems related to distinguishing the meanings of blind words in bilingual dictionaries include the following: 1) non-differentiation of the main meaning and derived meanings; 2) confusion of polysemy and homonymy; 3) separate separation of speech contextual meanings in the dictionary.

The lexicographic semanticization of blind words in existing dictionaries does not fully correspond to the innovative concepts of modern educational lexicography. More precisely, the denotative and connotative meanings of the role-semantic word - the meaning of the lexeme and the expressions and tasks of the lexeme are not distinguished.

The English language is rich in words with blind meanings, and to fully reveal their expressiveness and semantic aspects, there are no monolingual explanatory dictionaries or bilingual translation dictionaries, only the vocabulary of romanticism. The educational dictionary of special blind meaning words compiled from the list, i.e. English polysemantic words are gathered together and have a target semantic interpretation, occupies an important place.

Analyzing the semantic criteria of lexical units in bilingual educational dictionaries involves examining how the meanings of words are represented and explained in the context of language learning. Here are key aspects to consider: Clarity: The definitions provided should be clear and concise, avoiding overly complex language that may hinder comprehension for language learners. Example Sentences: Including example sentences helps learners understand the usage of the word in context. Correct Classification: Clearly indicating the part of speech and providing grammatical information helps learners use words correctly in sentences. Inflections: If applicable, including information about verb conjugations, noun plurals, and other inflections is crucial for proper usage. Semantic Fields: Grouping words with similar meanings or related concepts into semantic fields aids learners in understanding associations and nuances. Synonyms and Antonyms: Providing synonyms and antonyms helps learners grasp the subtleties of word meanings and usage. Cultural Context: If a word carries cultural significance or context, providing explanations or cultural notes enhances the learner's understanding. Connotations: Highlighting positive or negative connotations of words helps learners use them appropriately. Collocations: Identifying common word combinations (collocations) helps learners use words naturally in context. Idiomatic Usage: Including idiomatic expressions or phrases enhances learners' ability to communicate effectively. Pragmatic Usage: Explaining how words are used in different social or communicative situations contributes to learners' pragmatic competence. Politeness Levels: Indicating appropriate politeness levels and formality of words is essential for accurate communication. Frequency Information: Indicating the frequency of word usage helps learners prioritize learning high-frequency words. Register: Clarifying whether a word is formal, informal, technical, or colloquial guides learners on appropriate usage. Cross-Referencing: Linking related words through cross-references enables learners to explore interconnected vocabulary. Illustrations: Including visual representations or illustrations for concrete nouns supports comprehension, especially for beginners. Icons or Symbols: Using symbols or icons to convey grammatical information or usage tips can

be helpful. Alphabetical Order: Organizing entries alphabetically facilitates easy navigation. Layout and Formatting: Clarity in layout, font size, and other formatting aspects ensures an accessible and user-friendly dictionary.

Analyzing these semantic criteria in bilingual educational dictionaries ensures that the lexical units are presented in a way that supports effective language learning and comprehension.

The unique expressive value, uniqueness, and semantic possibilities of the lexical resources belonging to two languages are demonstrated when they are studied comparatively. In determining the semantic possibilities of the languages being compared in modern linguistic literature, attention is paid to phenomena such as lexical-semantic relations in these languages - synonymy, gradunymy, antonymy, polisemy, conversion.

Most lexicographers believe that there is a need to approach both theoretical and practical aspects to clarify the interpretation of role-semantic relations in blind translation textbooks. In particular, R.M.Gaysina emphasizes that the complete description of the semantic system of a certain language is not only a theoretical approach but is clarified in practical research, in particular, in lexicographic investigations.

It is known that the corpus of translation dictionaries consists of two parts - right and left parts. The right part is the main word, i.e. the language being studied, the fourth part is the footnote, i.e. the second language alternative, translation of the word related to the language being studied. Who the dictionary is intended for is reflected not only in its purpose but also in its naming and the composition of the right and left parts in the corpus. For example, the English-Uzbek dictionary is mainly used by Uzbeks learning English, the Uzbek-English dictionary is used by native speakers of Uzbek through English or English through Uzbek. appeals more blindly. However, as a rule, the compilers of the dictionary try to make their part of the language perfect. Modern concerns of lexicography in any case require that the dictionary be convenient and perfect for its user.

The dictionary microdevice in the interpretation of blind meaning words in bilingual educational dictionaries - the dictionary article is in two parts: 1) semanticization of the main word; 2) consists of the semanticization of contextual meanings.

V.R. Berkov, one of the founders of bilingual lexicography, said, "No matter how perfect a bilingual dictionary is, no matter how thorough and fully developed its "right" part is, learning the language in any part is "If sufficient information necessary for learning is not selected, it will never be able to fully cover the basis of learning." Dictionaries are really blind. Among them, only the most perfect,

the most correct, and the most convenient one can have its readers, and importantly, it can also satisfy the commercial plan of publishers. Therefore, the educational dictionary must be useful for the student, convenient, affordable, affordable, in short, linguistically scientifically based, and satisfying the requirements of the market economy and linguo-didactic goals. These requirements, in turn, lead to differences in the views of dictionary creators and dictionary publishers.

The most difficult task in creating bilingual dictionaries is to narrow down the alternative translation of the word, explain its meaning, and provide a basis for it. If we are talking about the semanticization of a word with a blind meaning, the issue becomes more complicated. According to L.A. Devel, if the Russian-English dictionary is intended for English people, it should be given less information in its right, that is, in the English part, than in the Russian-English dictionary intended for Russians. "For example, Y.S. Maslov covers all possible alternatives of the word *obraschenie* in the dictionary compiled for English: address, real, conversion, treatment, circulation and so on. For English people, the differences between the meanings of these English words are understandable because they know the subtleties of the English meaning of these words..

3 RESULTS AND DISCUSSION

Our analysis indicates that existing bilingual dictionaries lack a single and strict form of dictionary article construction in the semanticization of blind words. Consequently, some dictionaries feature a distinct section for the main word, encompassing its etymology, the standard orthologous form for literary language, spelling and phonetic characteristics, transliteration, and grammatical information (word group, morphological form). In the bilingual dictionary of blind words, one of the primary components of the dictionary article is initially the main meaning of the polysemantic word, followed by the derived word in the same language. These numbers are marked with bold black Arabic letters and are sequentially listed. Additionally, the English translation of each derived meaning is presented in Arabic italics. The subsequent section in elucidating the meanings of blind words includes the English illustration and its Uzbek translation based on the dictionary's meaning.

The semanticization of derived meanings of English polysemantic words in a bilingual educational dictionary should encompass all elements related to word compounds, grammatical features, and the translation process in general. This involves

paradigmatic relations of words (synonyms, antonyms), syntagmatic relations (syntactic valency), and the accurate selection of references from works of art, among other factors.

Moreover, translation-explanation in the English-Uzbek educational dictionary should not be the sole means of semanticizing a word with a blind meaning in English. It should also be capable of demonstrating its relationship with other means of semantic interpretation, particularly syntactic conjunctions. As U.Sh.Tursunova emphasizes, in our perspective, each meaning of a word with a blind meaning should be individually explained, accompanied by an illustration in the bilingual educational dictionary. Only then can the translation of the various meanings of the word polysemantic be provided, and its practical use in English speech illustrated.

Currently, 90% of the world's English language learners are visually impaired. In the majority of bilingual dictionaries based on the English language, the "right" part of the dictionary is English, developed to teach English. Specifically, most dictionaries of this type in the Uzbek language are English-Uzbek dictionaries, authored by both Uzbek and English writers. Uzbek-English dictionaries are scarce, and in some instances, little attention is given to the interpretation of contextual meanings.

4 CONCLUSION

In short, a bilingual dictionary provides a translation or an alternative in a second language for a language unit included in the dictionary. The role of a special bilingual educational dictionary dedicated to the interpretation of blind words is important in revealing the deep semantic possibilities of a word. A bilingual dictionary of blind words fully meets the linguistic and didactic goals only when it is compiled taking into account, first of all, the semantics, lexical, and syntactic compatibility of words, and the differences in their forms. Because such a dictionary is not just a dictionary of translation, its vocabulary and lexicographical interpretation correspond to the age characteristics of students at different stages of continuous education, the content of educational programs, textbooks, and manuals.

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