

# THE CONCEPT OF DICTIONARIES, THEIR DESCRIPTION AND CLASSIFICATION

**Kholmuradova Jamila Irmetovna**, Kholmuradova Jamila Irmetovna, Tashkent Institute of Architecture and Construction

**ABSTRACT:** This article provides feedback on the concept of a dictionary, dictionaries, a dictionary, its types, description and classification.

**KEYWORDS:** Lexicography, dictionary, study dictionary, annotated, descriptive, classification, psychological, sociological, linguistic, semiotic, modern, lexical-grammatical.

## I. INTRODUCTION

A dictionary is a collection of words of a particular language that has a specific purpose, grouped under a topic, to write words correctly, to determine their meaning, etymology, to analyze their content, to compose sentences. , dictionaries can help you learn more about a concept. Dictionaries expand students' thinking skills, play an important role in mastering various fields of science, technology, art, literature, speech culture, national culture.

Well-known French writer A.F., referring to French dictionaries, said: "The dictionary is an alphabetical treasure. If you think about it, a dictionary is a book of books. He will go to other books. "

Dictionaries are a companion of civilization and a national treasure. "Any word," wrote the nineteenth-century scholar, Academician II Sreznevsky, "is more than a nation." If there is a change in the word, there is a change in the life, there is a change in the society. " This is evidenced by the fact that the unique book of the Uzbek people "Devonulugotitturk" is a valuable reference book on history, language, literature, geography, medicine, culture, art and other fields.

The evolution of lexicography often refers to a series of translation dictionaries - linguistic dictionaries - encyclopedic dictionaries - educational dictionaries - electronic dictionaries. In fact, research on the history of lexicography in world linguistics has led to the conclusion that the first versions of dictionaries were created for educational purposes.

Dictionaries include interlinguistic communication within scientific linguistic literature, study of grammatical structure of language, definition of language norms, national thinking of members of society, development of speech richness, formation of socio-political consciousness, as well as educational effectiveness. stands out with its invaluable service in raising.

In particular, the work on bilingual dictionaries, the Uzbek-Russian dictionary, was a preparation for the creation of an annotated dictionary, which laid the groundwork for it. During this work, many issues common to the explanatory dictionary of the Uzbek language and the structure of the Uzbek-Russian dictionaries, including the form of keywords in the dictionary, the principles of word choice, the meaning of words. new, methodological and grammatical descriptions, lexicographic character system and other issues were practically solved. 2-volume "Explanatory dictionary of the Uzbek language" (M., 1981), 2-volume "Russian-Uzbek dictionary" (Tashkent, 1993-94), containing 60 thousand words and phrases and the publication of the 1-volume Uzbek-Russian Dictionary (Tashkent, 1998) marked a new stage in the history of Uzbek lexicography.

In addition to certain achievements in the field of applied lexicography, attention was paid to the theoretical problems of lexicography - lexicography, and the rich experience gained in solving certain lexicographic problems of explanatory and bilingual dictionaries, as well as existing shortcomings in this field. A number of developed scientific works have also been carried out. The results of such research will undoubtedly help to improve the quality of the dictionaries to be compiled.

It should be noted here that the Uzbek language has certain chronological boundaries to fully cover the endless vocabulary of different historical periods, different functional styles. purposeful dictionaries are required. For example, to read the works of Alisher Navoi and other classical poets, a special dictionary is needed, because the old Uzbek language differs from the modern Uzbek literary language both in terms of vocabulary structure and grammatical structure. Such dictionaries have been compiled and published. For example, P. Shamsiyev and S. Ibragimov's "Dictionary of Navoi works" (Tashkent, 2002). The dictionary was first published in 1953 under the title "A Short Dictionary for Reading Uzbek Classical Literature". In 1983-85, under the direction of Prof. EI Fozilov, a more complete 4-volume dictionary of the language of the poet's works was published.

The lexicon of the Uzbek language, even in the twentieth century, is not the same in terms of content. It is used by some authors, but has not yet entered the Uzbek literary language, and there are many words related to dialects. In addition, Uzbekistan has a lexicon of ancient professions, used only among artisans, or numerous scientific and technical terms that appeared in the Uzbek language in the twentieth century, all of which can be summed up in one dictionary. 'Imaydi. That's why he has experience in creating professional, dialect dictionaries and terminological dictionaries. In this regard, S. Ibragimov's 3-part dictionary "Professional vocabulary of Fergana dialects" (Tashkent, 2010-13), O.Usmon and R.Doniyorov's "Explanatory dictionary of Russian-international words" (Tashkent, 1965; 3rd edition - 2012), "Dictionary of Uzbek folk dialects" (Tashkent, 2012), edited by academician Sh.Shoabdurahmanov, "Dictionary of socio-political terms" compiled and published under the leadership of Olim Usmon (Tashkent, 2014) and dozens of other dictionaries are noteworthy.

Efforts to study the history of lexicography began two or three centuries after the study of general lexicography in both European and Uzbek linguistics. Apparently, the history of lexicography has been studied in general. In fact, logically, the first small Russian-Uzbek, Uzbek-Russian translation dictionaries, as well as dictionaries for studying the works of classical poets, are used in Uzbek educational dictionaries.

As for the description and classification of textbooks, any dictionary is a didactic work that contains structured information on a topic. Creating student-centered thinking skills has emerged in the process of creating them. The term "textbook" is first used in Russian linguistics in the introductory speech of YD Polivanov "Short Russian-Uzbek dictionary". The author describes the dictionary as "not included in the volume of reference materials, it is more in the category of educational resources".

Students' creative thinking, level of independent thinking, creative thinking is a small amount of valuable and rich vocabulary that can be used to express the product orally or in writing. Vocabularies are related to the learning process and gradually become a full member of the educational complex, adapted to the lessons, textbooks. Vocabulary articles are simple, clear, understandable, small, and relevant to the age of the students.

The main descriptive features of dictionaries are:

1. Adapted to the textbook. Vocabularies are related to the learning process and gradually become a full member of the learning complex.

adapts to the lessons.

2. The size is small. Speaking of dictionaries at a time when educational dictionaries were not yet popular, L.V. Sherba said, "All short dictionaries are ultimately annoying to the user. Small dictionaries can be created only for special categories...", "he said, noting that textbooks are small in size. Because working with large dictionaries causes a lot of inconvenience to schoolchildren.

3. The vocabulary will be simple and clear. The structure of dictionary articles, simple, clear and understandable sentences, age-appropriate words, the most important information, the comments are aimed at identifying the most important aspects of the word, clearly targeted, easy to use also differs from other types of dictionaries. Once a student has a dictionary, he or she should know what it is for, what information to look for, and how to use it.

4. Aesthetically pleasing. It is also characterized by purposeful and necessary ornaments - pictures, enrichment with additional materials, low tolerance of lexicographic symbolism.

5. Exercises are attached. The teaching aids of dictionaries should be enriched with a system of additional questions, simple explanations of lexicographic symbols, and work with a dictionary composed in a non-traditional way, which attracts attention to the information in the dictionary.

6. Teaches the norms of literary language. Most dictionaries serve to set the standard for literary language. The norm of the dictionary is that it recommends the rules of spelling, pronunciation, word formation and use of literary language. To do this, words are selected from the dictionary according to their attitude to the national literary language, their place in it and the scope of application. The dictionary specifies the optimal spelling of each word, the origin (etymology of words) - the etymology, if necessary, the pronunciation, the meaning (or meanings) is defined and interpreted, the definition of words. The meanings and correct application of these meanings are evidenced by examples from the Uzbek art and scientific literature, the press - quotations.

But it is not easy to identify the norm, to distinguish the norm. Therefore, it is natural that there are some shortcomings in the definition of literary language norms in the dictionary. The emergence of a dictionary not only stabilizes the norms of literary language, but also helps to identify and resolve issues that remain unresolved.

It should also be noted that a normative dictionary does not perpetuate norms when trying to define literary language norms. Because language norms, like language itself, change and evolve in relation to social development.

Working with a dictionary not only develops students' independent thinking and speaking skills, but also increases their interest in dictionaries; develops the ability to use general and academic dictionaries.

The dictionary is a valuable helper that the reader can always have with him, a source that enriches the vocabulary, an invaluable treasure that allows you to write correctly, pronounce correctly, choose words. Students can also ask for help from a teacher, parents, or others. But none of this can be a constant source of gratitude for a child's information.

VG Gak, who in his time conducted extensive research on the issues of educational lexicography, identifies the main branches of lexicography today based on the study of the history of lexicography. "From now on," says Gak, "lexicography will work in four directions:

1. Descriptive lexicography is the collection and recording of all words in a language, including obsolete, new, and even infrequently used words;
2. Normative lexicography - writing, reflects the norms of pronunciation, determines the scope and meaning of words.
3. Linguistic lexicography - creates etymological, historical, comparative dictionaries of each language.
4. Educational and practical lexicography - the creation of monolingual, bilingual dictionaries, reference books, dictionaries for the school.

Theoretical lexicography distinguishes the following criteria that are important to follow when creating textbooks:

Psychological measurement is based on the acquisition of information about the age of the student, the creation of dictionaries for young, middle and older students. Synonyms are made up of left-handed words that are common in the speech of children of this age when the dictionary is designed for primary school. The dictionary on this topic, created for secondary special education, is difficult to use for young children due to the scope, complexity and size of the vocabulary. It also makes it difficult to work with a dictionary by including them.

The sociological dimension is the dictionary for a country, for a nation

characterizes the national culture of the nation. Dictionaries designed for foreign students or for learning a foreign language have a linguistic, national, linguistic and didactic character. The users of any dictionary should pay attention to the customs, nature, climate and national spirit of the nation.

Linguistic dimension - depends on the vocabulary, the provision of dictionary articles, interpretation of meanings, in similar dictionaries (synonyms, antonyms, graded words, pronunciation words, consonant dictionaries) to ensure the coherence of ideas, to avoid redundancies, to evaluate one word in two places, and so on.

Semiotic (symbolic) measurement - control of problems related to the use of lexicographic symbols, symbols, abbreviations in the dictionary.

S. Johnson, an English lexicographer, said, "If a mechanism impresses an engineer with its perfect construction, but it requires in-depth knowledge of its application, it is absolutely useless for the average worker. No matter how perfect a dictionary is, if it is difficult to work with, it will be less useful. The dictionary should be both perfect and convenient," he said. This description indicates that he is referring to dictionaries.

Today, there are more than fifty types of textbooks in world linguistics, which combine several thematic dictionaries. Modern lexicography includes the following types of textbooks:

1. Explanatory dictionaries - dictionaries that explain the meaning of naming words in a particular language in alphabetical order or by content group.
2. Thesaurus type dictionary is a type of dictionary that contains all the information available in the language about each word.
3. Educational-ideographic dictionaries are a type of dictionary that systematizes and groups words belonging to the same semantic cell.
4. Bilingual and multilingual textbooks - translation dictionaries.
5. Spelling dictionaries - spelling dictionaries that cover the rules of correct spelling of words.
6. Educational and orthoepic dictionaries - a type of dictionary that reflects the rules of correct pronunciation.
7. Historical and etymological textbooks - a dictionary that explains the history of the origin of words and phrases in the language.
8. Vocabulary dictionary - a dictionary that explains the meaning of new words and phrases used in the language.
9. Frequency tutorials are a type of dictionary that sorts words in a dictionary layer by level of usage. A work can also be created on the example of vocabulary. Active and passive words are identified.
10. Phraseological textbooks - a dictionary that explains the meaning of stable compounds, phrases, figurative expressions that exist in the language.
11. Chappalugat is a type of dictionary that is alphabetized according to the ending letter of the dictionary. It is created for linguists and creators.
12. Grammar dictionaries are a type of dictionary that describes the morphological and syntactic nature of words.
13. Vocabulary dictionary - the smallest meaningful parts of words - morphemes, ie dictionaries aimed at distinguishing word structure.
14. Vocabulary textbook - a dictionary that analyzes the word formation of artificial words in the language.
15. Vocabulary tutorial is a type of dictionary that is syntactic in nature and reflects the lexical valence of words.
16. Terminology textbooks - a dictionary of terms used in a particular field, science and technology, profession.
17. Dialectal dictionaries are dictionaries that explain dialectal words.
18. Synonyms, homonyms, antonyms, paronyms dictionary - a dictionary that covers the types of words according to their form and meaning.
19. Polyglot dictionary - a dictionary that explains the meaning of polysemous words in the language.
20. A toponymic dictionary is a dictionary that explains the meaning of geographical place names.
21. Abbreviations - a type of dictionary that explains the meaning and content of abbreviations in the language.
22. Linguistic, Country, Linguistic and Cultural Studies textbooks cover words related to the national cultural layer of the language. There are dictionaries of this type for English and Russian language learners. It is especially designed for foreigners who are learning the national language.

In order to use dictionaries effectively, a student must first be able to use a dictionary and have a thorough understanding of the topic of the dictionary. Of course, the use of a thematic dictionary in the native language class coincides with the transition to this topic.

Each dictionary has its own descriptive features in the form of an introductory article. Such instructions, which are given under the headings "Access to the dictionary", "How to use the dictionary?", "Descriptive features of the dictionary", are attached at the beginning or end of the dictionaries. The educational-methodical device of the dictionary is a guide to the scientific basis of any dictionary, its distinctive features, methods of working with the dictionary. According to experts, it is advisable to expand and improve the methodological structure of textbooks with lexical and grammatical tasks for working with the dictionary, because a single introductory article in the dictionary can not explain the work of the dictionary to a student. The educational device is enriched with a system of questions to respond to the information in the dictionary, additional lexicographical symbols and their interpretation, exercises with a dictionary composed in a non-traditional way that attracts attention. leads to a book.

Therefore, the role of teaching aids in increasing the effectiveness of the use of dictionaries is important.

#### REFERENCES:

- [1] Safarov Sh. Pragmalinguistics. - Tashkent: UzME, 2008. –P.10.
- [2] Hakimov M. Pragmatic interpretation of the text in Uzbek language: Philologist. Tashkent. 2001, Maxsumova S. Linguopragmatics of Erkin Vahidov's works. Tashkent. 2015, p.130.
- [3] Hakimov M. Fundamentals of Uzbek pragmalinguistics.- Tashkent: Akademnashr, 2013. -176 p.
- [4] Myrkin I. Ya. Text subtext and context –M.: 1976. №2 p.91
- [5] Nurmonov A., Hakimov M. Theoretical formation of linguistic pragmatics // Uzbek language and literature, 2001, issue 4, page 55.
- [6] Gulomov A., Askarova M. Modern Uzbek literary language. Syntax. - Tashkent: Teacher, 1987. - 256 p.
- [7] Shoabduraxmanov Sh. and head. Modern Uzbek Literary Language, Part 1. - T.: Teacher, 1980, p.424.
- [8] See: Bobojonov Sh. Semema, his speech event and commentary dictionary interpretation: .... - Samaqand, 2004. - 26 p.
- [9] Safarov Sh., Toirova G., Fundamentals of ethnosociopragmatic analysis of speech. Study guide. - Samarkand, SamDChTI edition, 2007. -39 pages.
- [10] Ernazarova M. Grammatical meaning in the integrity of linguistic and pragmatic factors: Philologist.. Samarkand. 2018,