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## Educational Dictionary: Concept - Manufacturing Steps - Information Provided In It

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### **Abstract:**

Dictionaries came to serve the language and its speakers, both general and specific, and to remove any ambiguity or confusion they face while using the language. They teach them and guide them to the correct use of the language. The origin of dictionaries is that they have a purely educational purpose due to the great scientific value they carry. However, this general concept that was prevalent in the past has changed in the modern era due to several factors, due to the development witnessed by the dictionary industry at all levels. One of the most prominent changes witnessed by the dictionary is specialization, so that each science or field of knowledge has its own dictionary (medical dictionary, engineering dictionary, chemistry dictionary, etc.), and each category has its own dictionary, some of which are directed to the general public, some of which are directed to students and researchers, and some of which are directed to learners. Speaking of this last category - that is, dictionaries directed to learners - we can say that this category is a necessity imposed by the requirements of the modern era and the great development that has occurred at the level of educational curricula. Therefore, it was necessary to have educational dictionaries that meet the linguistic needs of learners.

**Keywords:** dictionary; educational; industry; information; learner; lexicographer.

### **Introduction:**

If we talk about the interest in educational dictionaries in the Arab world, we find that it began to appear in the second half of the nineteenth century and increased more in the twentieth century, where dictionaries began to appear specifically for the educated classes in order to help and facilitate. Linguistic researchers and those interested in the field of lexicography became aware of this matter, which made them think about preparing dictionaries directed at the people of the Arabic language, and their efforts resulted in the composition of several dictionaries, whether they were an individual or collective effort or from bodies and organizations, and among these dictionaries we mention: Qatar Al-Muhit by Butrus Al-Bustani, Al-Munjid by Louis Maalouf, Al-Raed by Gibran Massoud, Al-Mu'jam Al-Wajeez issued by the Arabic Language Academy in Cairo, Al-Mu'jam Al-Asasi Arabic Dictionary issued by the Arab League Educational, Cultural and Scientific Organization, Al-Qamus Al-Jadeed for Students by Ali bin Hadiya and others...etc. These efforts made by these researchers reflect a sense of responsibility and their keenness to serve the Arabic language and its people (Sulaiman, 2008, pp. 138/141). Despite all this, these dictionaries have some errors resulting either from the absence of a clear strategy followed by the dictionary author during its preparation, or from oversight or ignorance, or other matters, which necessitated conducting in-depth studies on these dictionaries. If we follow such studies, we find them very few, and they are almost limited to the form of criticism directed

at these dictionaries, such as what happened with Louis Maalouf's Al-Munjid dictionary. Dictionaries directed at educated and emerging groups have not received their share of sufficient study and research by researchers and scholars in this field, although they are considered a point of contact between lexicography and applied linguistics, which makes them a fertile field for research and study in the future.

#### **- Definition of the educational dictionary:**

Before we know the educational dictionary, we should point out that there are several names given to this type. We find among the names: (student dictionary, educational dictionary, stage dictionary, school dictionary, youth dictionary...etc.). Whatever the differences in the names, the meaning and essence are one, but we will try to provide a concept that explains the nature of the educational dictionary based on the information available to us. If we want to define the educational dictionary, we can say that the educational dictionary is a special or specialized dictionary directed to the educated categories of students and youth according to their educational stages, and its primary mission lies in helping students understand difficult words and terms, explaining them and facilitating them, in addition to the important and different information that this dictionary provides to learners in terms of grammatical, morphological, phonetic, spelling, semantic and encyclopedic information.

So the educational dictionary is a special dictionary because it is directed to a specific category and not others, which is the category of learners, and it is a dictionary that is in line with the educational stages of learners, meaning that each educational category has a dictionary that is appropriate for its educational level, "...and the stage dictionaries are in reality like a single graded dictionary or a dictionary with growing sequential parts, so in the stage dictionary a group of language vocabulary is selected that is appropriate for the age of the young person, his cognitive and scientific level, his acquisition abilities, his need for expression, the extent of his ability to search, and his patience for tracking and examination." (Al-Mutawaq, 1996, p. 195) Preparatory or primary school learners have their own dictionary, which is different from the dictionary for learners in the intermediate or secondary school stage. The same applies to the intermediate school dictionary and the secondary school dictionary. It is a stage dictionary that changes and develops with the change in the learner's educational stage. "This dictionary grows and expands with the growth of the young person and the growth of his natural and acquired abilities and the expansion of his culture, to provide him with a linguistic wealth that is more comprehensive and deeper gradually. As a result, stage dictionaries are numerous according to the multiplicity of time and educational stages for young people" (Al-Mutawaq, 1996, p. 195).

The educational dictionary has become an urgent need imposed by the requirements of this era, because it plays an important role for learners, as it provides them with several useful services. For the learner, it is the designated learner and the refuge to which he resorts when he finds it difficult to understand the language, so he uses it to decipher its codes, remove the ambiguity surrounding it, and overcome all the difficulties he faces. "Hence the need for stage dictionaries that are appropriate for the ages of the young and their mental, cultural, and scientific levels" (Al-Mutawaq, 1996, p. 195). The learner does not find what he is looking for in other dictionaries as much as he finds it in the educational dictionary due to its ease and suitability for him as we said previously. It is "notable that the young, limited-cultured and aware young person finds in the large, huge dictionary a maze that is not good to enter, but rather he is repelled by its proximity. And if he enters it, he does not come out except bored, fed up and desperate, as he is not able to

find what he needs and what he wants to reach from the vocabulary of the language” (Al-Mutawaq, 1996, p. 194/195). The role played by the educational dictionary cannot be denied or ignored by anyone, and we can highlight the role of the educational dictionary through the following:

A- Removing the ambiguity of difficult and ambiguous words, through the simplified explanations it provides, so that the dictionary makes the words seem easy, accessible and within the reach of the learner, unlike the school books he uses, which are very difficult to understand.

B- Developing and enriching the linguistic stock of learners, as the educational dictionary has a direct impact on the linguistic stock of the learner, as it contributes to its development and enrichment, through the large number of vocabulary it includes with their definitions and explanations. "The dictionary has an effective impact on the growth of the linguistic stock of the young, as it deals with the vocabulary of the language and refers to it in the form of groups that are compatible with his temporal and mental level and the extent of his natural and acquired abilities, and this is what makes him more receptive to it and comprehend it." (Al-Mutawaq, 1996, p. 195), which gives the learner an incentive to get to know the largest number of vocabulary, and thus the learner's linguistic stock increases.

C- Expanding the learner's linguistic culture. In addition to what the dictionary provides in terms of explanations and definitions of words, it also provides general and diverse knowledge and information that enrich the learner's cultural balance, and he discovers several things that he was previously ignorant of.

D- Acquiring a culture of research. While the learner is searching for a word in the dictionary, he learns and practices several skills and techniques that enable him to understand the dictionary's approach and the way it deals with the material quickly, so the dictionary becomes available to him and he is able to use it correctly. It also enables him to identify the effect of the relationship between linguistic acquisition and the use of the dictionary by the learner.

## **2- Steps for making an educational dictionary:**

The lexicographer needs to draw up a work plan that he follows while preparing the dictionary. This plan consists of taking a set of steps before starting to complete the educational dictionary. These steps are considered standards or conditions that the educational dictionary must be subject to before it is developed and prepared in order for it to come out in the most complete and perfect form (Omar, 1998, p. 65). Given the specificity that distinguishes the educational dictionary from other dictionaries, as it is directed to the category of learners, which makes it somewhat difficult if we compare it to other special dictionaries, we will limit ourselves here to mentioning the most important of these steps, which are as follows:

### **A- Preparing field research and studies:**

The author of the educational dictionary needs to prepare field research and studies that aim to know the linguistic abilities of learners and the vocabulary they need, which requires him to conduct an induction process for the language spoken by learners and to identify their abilities by preparing experimental and field research, and then he can develop vocabulary that suits learners according to their ages and educational levels. "Dictionaries of this type cannot be developed except after a comprehensive induction of the basic language of young people, and conducting experimental research and field studies that aim to know the abilities of these young people at their different ages and educational stages to understand the meaning of linguistic vocabulary and to imagine and comprehend its

meanings." (Al-Mutawaq, 1996, p. 196) This work cannot be done by the lexicographer alone, but rather requires assistance from others. He must seek the assistance of the relevant authorities from the Ministry of Education, educational institutions, bodies and organizations that are interested in education and learners, by reviewing the results of the completed work and seminars held in this regard. He - the lexicographer - must also interact with teachers and professors, as they are the people who deal most with learners and are most knowledgeable about the language used in their circles, which enables him to benefit from their experiences. This is in addition to direct interaction with learners. These researches and studies. The field is of great benefit to the lexicographer on the one hand and to the educated class on the other hand, because it gives the lexicographer a clear picture of the linguistic abilities of the learners and the linguistic needs they need, which helps him to create his dictionary on solid and correct foundations and achieve the desired goals from it, as for the learners, it makes the dictionary available to them later.

### **B- Preparing lists of words that are commonly used and popular among learners:**

After the lexicographer conducts a comprehensive induction of the learners' language and determines their linguistic needs, he moves to the next step, which is preparing lists of words commonly used among learners, i.e., conducting an inventory of the words frequently used by learners. This process is done by inventorying the school books used in the educational process and taking samples from the learners' writings, dialogues and oral speeches that take place between them. Thus, he obtains the raw and primary material from which his dictionary is formed later (Saleh, n.d., p. 279/280). Then the lexicographer adds new words and expressions that he sees as appropriate to the learners' level and that will enrich their linguistic stock and expand their linguistic abilities. "These studies are also supposed to be concerned with counting the frequent and common words, expressions and expressions used by young people in their various categories in order to work on expanding their linguistic knowledge by adding new words and linguistic structures to them." (Al-Mutawaq, 1996, p. 196). In this step, the lexicographer must review some of the words in the school books in terms of their suitability for the level of the learners. There may be words that are not suitable for the educational stage in which the learner is, and therefore they must be deleted or replaced with other words that are suitable for his educational level.

### **C- Taking into account the circumstances surrounding the learners:**

The lexicographer needs to know the circumstances surrounding the learner due to its great importance in the process of preparing the educational dictionary. The question here is what are the things that the lexicographer should know about the learner?

#### **1/The psychological aspect:**

The psychological aspect of the learner enters into the process of preparing the educational dictionary through the factors of emotion and influence in the learner, as the learner interacts and is influenced by the vocabulary and words that he learns. If we take, for example, the young child, we will find him excited and his attention drawn to a group of words while he does not react to other words. If we ask about the reason for this, the answer lies in the fact that the learner at that stage of his education interacts with words that are appropriate for his age and feels that he needs them, so you find him expressing a desire to understand them and learn their meanings. Therefore, the lexicographer must deal carefully with the words that he will put in his dictionary so that they must be appropriate to the nature of the learner's personality and the educational stage in which he

is, and be more influential on the learner and make him attracted to using the dictionary whenever necessary. This matter requires a psychological analysis of the learner's personality across the various educational stages so that he can understand the words correctly without any problem or ambiguity. The size of the dictionary, the ease of the method followed in it, and the way it is produced in a good way also have a significant effect on the learner's psyche. It is "clear that the moderate size of the dictionary, in addition to the ease of its method, the quality of its production and printing, the clarity of its letters, the smoothness of its paper, and the beauty of its shape, has a great positive effect on the reader's soul, whether young or old. These qualities in the dictionary Encourages familiarity with it, attraction to it, and continued use of it" (Al-Mutawaq, 2008, p. 164). All of the above-mentioned matters must be taken into consideration by the lexicographer so that his dictionary achieves the desired goal and purpose for which it was composed.

## **2/ The social (cultural) aspect:**

The learner lives with a large number of individuals and people in one community and a common environment and deals with them in one language that everyone understands, and this language that he speaks with others is a group of words and phrases that he learned within this community. Since the language of each community is considered part of its culture, customs, and traditions, it is natural for the learner to be influenced by the culture prevailing in his community. When talking about the cultural aspect here, we mean the linguistic culture or, in other words, those words that are commonly used in a community with their meanings and connotations. The language of each person introduces us to the region or community to which he belongs. We know that an Algerian is from Algeria through his speech, and the same thing applies to an Egyptian. Or Syrian or Gulf...etc.; Language differs from one society to another. We may find some words and expressions that are the same in a number of Arab countries, but they differ in their meaning. "... This means that languages can meet in general matters, but they differ in their perceptions and special concepts... Just as societies differ in their visions and these visions change according to time and place, so do differences occur in their languages" (Al-Souri, 1998, p. 12). The learner is not immune from this matter, as he, like other members of society, is affected by what surrounds him. He learns and takes his first language from the people around him, starting with the family, then his teachers and colleagues at school. Here comes the role of the lexicographer and his ability to encompass all these particularities becomes apparent. "The dictionary does not only raise the problem of meaning and its relationship to grammar and morphology, but also raises the reflection of this meaning on the level of social and pragmatic life, Thus, the relationship between linguistic meaning and social meaning" (Al-Suri, 1998, p. 12). The social meaning, then, enters into the formative aspect of the dictionary, because words carry social values, meaning that they acquire their value when they are employed within the social context. The words that the learner learns are not just nouns and verbs, but rather a reflection of the behaviors and experiences that he lives within society. "This means that the linguistic stock that the learner acquires is not just a pile of verbs, nouns, and letters, but rather it is a set of living experiences and concrete behaviors that must have a place within the life that the learner lives. Linguistic formation is essentially an educational act" (Al-Suri, 1998, p. 12). In this regard, George Matouri believes that studying vocabulary in the dictionary is a study of society, and it is an attempt to interpret language as a social phenomenon. (Matouri, 1993, p. 73) The lexicographer may sometimes be stopped by some words that do not conform to the rules of the Arabic language and are from colloquial speech, and therefore he must correct them. Or he searches for equivalents for it in the eloquent language. In addition to this, the

lexicographer must also take care of the new and modern words that have appeared due to the development and change of the lived reality, especially the names of newly invented things that have become part of the learner's daily life.

Some tangible efforts and attempts have emerged in the Arab world that have proceeded according to these steps and aimed to establish a linguistic balance that would serve the educated people of Arabic. Among these efforts, we mention the (functional linguistic balance) that was accomplished by a group of researchers and specialists in the Maghreb (Algeria - Tunisia - Morocco). The aim of this was to provide rich linguistic material to learners in light of their linguistic needs. There was also another attempt made by the Arab League Educational, Cultural and Scientific Organization, which was to establish an Arabic linguistic balance that includes all Arab countries (Saleh, n.d., p. 278/280).

### **3/ Linguistic development:**

The learner's physical, psychological and social development is accompanied by linguistic development, as the learner's use of language expands as he grows older, and thus the linguistic wealth he possesses increases, as "language is considered from a psychological and social perspective like any aspect of human behavior such as fear, courage, laughter and crying. Language has its roots in the child, but it is refined by acquisition and as a result of his interaction with the society in which he lives." (Ismail, 2005, p. 12). The learner can, through language, integrate into his society, and it is an influential factor in his behavior, feelings and way of thinking. The learner's linguistic development should be taken into account during the process of preparing the educational dictionary, as linguistic development is linked to the psychological and social aspect of the learner. Evidence of this is when we compare the linguistic level of a learner in the primary stage with a learner in the secondary stage, we will notice the vast difference between them in the number of vocabulary and words that each of them possesses and has acquired, as the former finds it difficult to integrate into society, while we find the latter dealing easily with others. It is imperative to take into account the learner's linguistic growth factor in the educational dictionary, and this is done by determining the learner's linguistic needs at the age he is in and the educational stage he is studying in, alike. This is what gives educational dictionaries the gradual quality, as previously mentioned in the definition of the educational dictionary, as they grow stage by stage as the learner grows and keep pace with him.

### **3- Information provided in the educational dictionary:**

The learner needs several pieces of information in addition to the explanations and interpretations of the words provided by the educational dictionary. When the learner holds the dictionary, he should find some additional information such as revealing the meanings of words. The function of the educational dictionary is not limited to providing explanations and presenting connotations only. The student needs some other issues related to each word, which the dictionary is supposed to clarify and show. The question here, as Tamam Hassan says, is: What does one expect when he holds the dictionary to reveal the meaning of a word? Or in other words, what kind of information does the student expect to find in the dictionary? (Hassan, 2006, p. 325) When the learner browses the dictionary, he should find various information about the explained words. Sometimes the learner may not only be looking for the meaning, but also wants to learn other things about the word. Therefore, "we expect to learn from the dictionary things about the intended word..." (Hassan, n.d., p. 234). If we search for the information that the educational dictionary provides to the learner about the word, we find it as follows:

### **A- The level of written information (spelling):**

Among the things that the dictionary must provide to learners is the written image of words and the way they are written. There are several words that are pronounced in a certain way and written in a way that is different from their pronunciation. "As long as the spelling systems do not necessarily match the pronunciation, especially when other considerations are taken into account, some of them (linguistic, phonetic, morphological, or syntactic), and so on, the spelling of words must sometimes not be completely consistent, and the basis of the spelling of two words that may seem similar at first glance must differ, such as: (غزه) and (جازي). In this case, the dictionary must be a source of answers to how to write a word, and it provides this assistance to those who do not know what morphological considerations are hidden behind these two thousand letters." (Hassan, 2006, p. 326/327) In the Arabic language, the writing of words is mostly identical to their pronunciation, except for some words that are pronounced in a certain way and written in another way, such as the word: (Al-Rahman). If we notice that when we pronounce it, we pronounce it with a long vowel after the letter "mim," while when we write it, we do not write the long "alif" after the letter "mim." The same applies to the word "this" and "the heavens," etc. Determining the way words are written helps the learner to read words correctly on the one hand, and on the other hand, he can distinguish between words that are similar in form, as we saw in the previous example (جزا and غزا) "We also know that spelling, in many cases, does not take into account the representation of the sounds of the word, nor its phonetic units that we call letters; therefore, we find the dictionary a natural place to look at the spelling of the word, to see if its hamza is single, or on one of the three soft letters, and to see if the alif is deleted, as in (الله) (الرحيم), and whether the soft alif at the end of the word is written as a waw, or a ya, and so on." (Hassan, n.d., p. 234) So, stating the spelling of the word in the educational dictionary is very important, and the lexicographer must take it into account.

### **B- The level of phonetic information:**

The educational dictionary helps students and learners, especially the young ones, to know how to pronounce words correctly, as phonetic information is among the important functions performed by the dictionary in general and the educational dictionary in particular, which is what Ahmed Mukhtar Omar says when he says: "One of the important functions performed by the dictionary is to clarify the pronunciation of the word or its pronunciation images, distinguishing between standard and dialectal pronunciation..." (Omar, 1998, p. 150). The student is exposed to making mistakes or reading the word incorrectly, if the words are not identified and controlled phonetically. The writing systems of different languages cannot represent the phonetic aspect of words with great accuracy, and "it is known that the writing systems of different languages fall short of representing pronunciation with an accurate phonetic representation because the practical purposes of spelling do not require symbolization of the fine phonetic differences..." (Hassan, 2006, p. 325). Since the Arabic language differs from other languages in terms of its system, "it has become possible for the Arabic word, as represented by the spelling system, to be subject to pronunciation errors. Therefore, the dictionary seeker expects, when he discovers the meaning of the word, that the dictionary will begin to specify the way to pronounce it, as long as the spelling system does not reach this goal." (Hassan, 2006, p. 326) If we follow the state of Arabic dictionaries, we will find that they have followed three methods to explain how to pronounce words, which are (Omar, 1998, p. 150):

- 1/ Controlling the words with the form, i.e. placing the vowels (fatha, damma, and kasra) on the letters of the word.
- 2/ Describing the vowels of the words, for example: with the first vowel fatha and the second vowel damma... etc.
- 3/ Measuring the word by another word that is more famous in use, so it becomes a morphological scale by which it is measured, such as saying: Mana'a is pronounced like dahab, so it is known that Mana'a is pronounced like dahab.

The method that we see as the most appropriate and easiest for learners is the method of diacritical marking of words, by placing vowels on the letters, provided that there are no typographical errors during the printing process. This method helps the learner a lot, as he finds the words with vowels and all he has to do is read them as they are. As for the second and third methods, we see them as somewhat difficult for the learner and require him to have great knowledge of morphological matters, or that he may confuse the vowels, especially young learners, and not distinguish between the fatha and the kasra, for example, due to their similarity. The complete and perfect diacritical marking of words prevents the learner from falling into such mistakes. However, there are some words that we see as necessary to place the phonetic image for them, and we are talking here about words in which letters are written but not pronounced, such as: Amr, so the waw is written but not pronounced, and there are words in which letters are not written but pronounced, such as: Dawud, read Dawud with the extension...etc. (Hassan, 2006, p. 326) Providing such audio information about words in the educational dictionary gives the learner experience and skill in dealing with the vocabulary of the dictionary in its various types. Also, the learner sometimes finds it difficult to read foreign words that are foreign to Arabic and modern scientific terms, which requires their form and control with vowels in order to be able to read them.

### **C- Level of morphological and syntactic information:**

This level of information is considered one of the most important linguistic levels presented in the educational dictionary, as morphological and syntactic information is of great importance when it comes to learners. Morphological and syntactic information becomes a necessity in the educational dictionary because it is related to the practical and educational nature of the learner, helping him understand the meaning. "One of the things that the dictionary should provide to the reader is determining the morphological structure of the word, whether the word is a noun, verb, or other. Providing this morphological definition of the word is considered a necessary step in the method of explanation because a person cannot link between a word and its lexical meaning unless he knows its morphological structure, so he determines its functional meaning first." (Hassan, 2006, page 327)

The provision of this information is according to the amount the learner needs, and among the morphological and syntactic information that we see as necessary to provide is the following (Al-Qasimi, 2003, page 133):

- 1- Explaining the formal variations of the word and the meanings of the different forms of the word (its weight) when they affect determining its meaning (abstract, augmented...).
- 2- Mentioning the gender to which the word belongs (masculine, feminine) (singular, dual, plural, broken plural...)
- 3- Mentioning and providing functional words (with grammatical functions) and determining their meanings and grammatical functions such as: pronouns, demonstrative pronouns, relative pronouns, prepositions, accusative tools... etc.
- 4- Explaining the type of verb in terms of transitivity and intransitivity, and the letters connected to it, and the type of object... etc.



5- Mentioning the sources for verbs, and the most famous unused forms of some words such as: the past tense of the verb yanja'i, the imperative verb of ra'a... etc.

6- Attaching grammatical and morphological appendices to the dictionary on the last pages for the learner to use in conjugation and reviewing grammatical rules.

Both written, phonetic, morphological and syntactic information fall under the level of important linguistic information that is employed in the dictionary in order to determine the meaning (lexical meaning), which is what Tamam Hassan referred to when he said: "As for the means of lexical meaning, it is positive; it is based, after determining the spelling and pronunciation, on determining its structure morphologically at the beginning, and then explaining it after that..." (Hassan, 2000, p. 120/121). The presence of this information in the educational dictionary is a positive thing for the learner, which helps him gain more linguistic knowledge and information about the words that he uses in his speech and employs in his phrases and expressions.

#### **D- Level of semantic information:**

What is meant by semantic information here is not explanation and interpretation as we mentioned previously, but rather we mean by it those aspects surrounding the word such as the relationships between it and other words, and the semantic field to which it belongs, etc., "The modern dictionary should indicate the synonyms and antonyms of the word, and the relationships between it and other words such as the semantic field to which it belongs..." (Al-Qasimi, 2003, p. 133). In addition to highlighting the features of the word and its different characteristics and arranging its meanings in a logical order by starting with the main meaning, then mentioning the secondary meanings, then the special meanings... etc. (Zaza, 1976, p. 139). Information about the technical usage of the word is also included in the semantic information, as this aspect deals with matters related to the word, such as if it is a scientific term belonging to a branch of science and knowledge (medicine, physics, astronomy, biology...) that needs to clarify its features and provide information about it. The technical usage of the word may differ from one field to another. For example, the use of the word (eye) in medicine differs from its use in geography, as in medicine it means the sense of sight, and in geography it means the source of water. (Medney, 2010, p. 169) Differentiating between the different meanings of words is useful for the learner and provides him with information about the uses of the word.

It is preferable that semantic information be limited to what is necessary and what the lexicographer sees as serving the learner's interest from an educational perspective and not to **overdo it**.

#### **E- Level of cultural information:**

This level of information is considered a scientific and encyclopedic addition that the educational dictionary provides to the learner, "This type of information is not considered an excessive filler, but on the contrary, it is often necessary to raise the reader's information about the outside world in order to clarify the linguistic information." (Omar, 1998, p. 160). Cultural information can benefit the learner in several matters, such as gaining historical, scientific, or religious information...etc. It is related to words with a cultural, historical, scientific, or religious dimension, etc. It can also be related to historical or famous figures and personalities in a scientific field. For example, information may be provided about leaders or politicians who had an impact on this world, or information may be provided about scientists in various sciences or writers, poets, and intellectuals who are famous for their works and ideas. The learner undoubtedly encounters these matters in his educational life. He may read a text or hear about an invention, but he does not know the

author of that text or invention. The educational dictionary gives the learner the opportunity to get to know him through the cultural and encyclopedic information it contains. Cultural information is usually of an appropriate size in educational dictionaries because if it exceeds its limit, it can disrupt the dictionary and distract the learner's mind from the linguistic information that is the basis of this dictionary. The presence of these levels of spelling, phonetic, morphological, syntactic, semantic and cultural information in the educational dictionary is something that serves the learner and brings him scientific benefit in the various subjects he studies and gives the dictionary the characteristic of integration in all aspects.

#### **- Search results:**

After all the above discussion of educational dictionaries and their position in modern lexicography, we have reached a number of conclusions that we summarize as follows:

- The relationship between educational dictionaries and language education lies in the fact that educational dictionaries are an important means among the means used in teaching and learning the language.
- Educational dictionaries provide several services to learners, as they work to explain and simplify words and make them accessible to learners, and they also enrich their linguistic stock and expand their culture.
- The idea of creating a modern educational dictionary requires the availability of a set of information about the category to which this dictionary is directed, and it also requires the necessity of adhering to a set of standards and specifications.
- The steps of creating an educational dictionary aim to help the lexicographer put his dictionary on the right track and make it prepared according to precise scientific standards and measures, which will give good results later, and it also shortens several stages for him, saving him a lot of time and effort.

The educational dictionary should contain a set of important information that serves the learner, whether it is spelling, phonetic, grammatical, morphological, semantic, or cultural.

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