

THE SIGNIFICANCE OF BILINGUAL DICTIONARIES IN TEACHING ENGLISH AT SCHOOL, LYCEUM, COLLEGE AND HIGHER EDUCATIONAL ESTABLISHMENTS

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Таянч сўзлар: лексикография, жалб қилмоқ, маънодош, урғу, тамойиллар, танқидий, таклифлар, ишлаб чиқмоқ, яхлит тизим, илмий.

Ключевые слова: лексикография, ободрять, синоним, ударение, принципы, критически, рекомендации, разрабатывать, целая система, научный.

Key words: lexicography, encourage, synonym, stress, principles, critically, recommendations, to work out, the whole system, scientific.

Dictionary is the treasure trove of information, culture, science and art of a certain group of people. It is the gift of great difficulties to progress the worldview of people.

Lexicography can be compared with trying to dig a well with a needle. That's why every lexicographic work is the gem that is worthy of respect and admiration.

During the lesson dictionary helps to improve students' (learners') vocabulary and increase efficiency of lesson, because its primary purpose is to help to choose the necessary word in expressing a certain opinion.

Vocabulary units are the main component of dictionary that's why they can be considered the main construction of language [1:55-88]. That's why students (learners) especially prefer taking dictionaries before going abroad [2:32].

According to Eeds and Cockrum while there exists a wide variety of ways to deal with vocabulary, the use of dictionary as the conventional method of instruction, in both first and second language learning, has been triggered [3:76].

Dictionaries often supply information about the language not found elsewhere. They often supply information about grammar, usage, synonym discrimination, application of derivative affixes, and distinctions between spoken and written language not generally treated in textbooks.

Consulting a dictionary during an independent reading helps readers to find the meaning of the difficult vocabulary, ascertain the meaning of the unfamiliar word based on contextual information and provide further exposure for the word in other contexts, with different collocates and constructions, by making the student think about the words in relation both to the passage being read and the dictionary.

In regard to the use of dictionary in second language learning, there are a number of studies reported in literature.

For instance, Luppescu and Day conducted a study, which focused on the contribution to vocabulary learning of the use of bilingual dictionaries during reading by 293 Japanese university students studying EFL. The results of the study showed that the students who used a dictionary scored higher on vocabulary tests than those who did not. In Knight's investigation which blocked the students on the basis of their level of language proficiency, similar results were obtained. Students who used a bilingual dictionary scored higher on all the vocabulary tests administered than those who did not [4:87].

In the current article we hope to make a major contribution to consult language learners (and teachers) about the issue of learning vocabulary units.

Generally speaking, dictionaries serve as an important means of checking assumptions and cause to improve learning vocabulary units.

The task of finding the meaning of a word in a dictionary is a complex process. This process may entail looking for a suitable headword, comprehending the entry, locating the appropriate part of the definition, connecting the right sense to the context, and putting the word within the context. To prepare students to learn how to use dictionaries, syllabus designers should provide exercises, which demand the learners think about and use the word meanings learned from the dictionary.

Thompson provides some useful suggestions on how learners use dictionaries by setting up the following specification:

the dictionary should aim in one direction, easy to get in, easy to understand, give full information about the foreign language headwords, encourage the learner to refer to it, and at last avoid reinforcing the belief in a one-to-one relationship at word level between two languages [5:86].

Asking English learners to make use of dictionaries is very necessary. It depends on what kinds of learners they are, too. If learners are not native speakers of English, they can be guided step by step to use bilingual at the beginning level. If they know the right way of using dictionary, it can be the best teacher for English learners.

One of the first things which should be done with students (learners) is to teach them how to use a dictionary and begin by teaching them the phonetic symbols and how to identify where the stress on the word is and so on. Majority of teachers usually do this because they believe that one of the most challenging aspects of learning a language is having a good pronunciation in order to avoid misunderstandings. In addition when you teach them to interpret all the symbols in a dictionary this will help them to learn new words and to broaden their vocabulary and build their confidence.

In the class dictionary is an extremely useful tool. We encourage our students to look up the meanings of the words they find difficult and insist on them using those words in their writing. It helps them to improve themselves and also evokes keen an interest to the language. Pronunciation can also be corrected with the use of dictionaries.

Using a dictionary should only be in the last resort with our students. We give them a variety of words to help them understand synonyms but if they are blocked and can not move past a word, we will use a dictionary.

For each professional teacher his (her) pupils' (learners') guessing unknown words' meanings is preferable. When they ask: "What does it mean? Teacher makes some guide questions and they are normally able to find out it. But when they can not, as a last resource, teacher gives them a dictionary for looking up the meanings.

We should constantly stimulate our learners to make use of them when doing their homework or when reading magazines or work related materials in order to improve vocabulary.

Teaching learners to use dictionaries is teaching them autonomy. For young learners and older beginners, picture dictionaries can be useful. There should be time in class when the use of dictionaries is not permitted, or limited, in order to allow students to work out the meanings of words for themselves from the context, or by thinking of word families etc.

Some language learners made it a habit to always have a small notepad handy for when they come across an interesting word and we should always encourage and remind all our learners to keep one too. We suggest they put a mark in their dictionary so they can keep track of how often they have looked up a particular word. By the time they have had to look up the same word three times it is just the time they remember it by themselves.

Majority of language learners like the tool of a personal dictionary, in the form of an alphabetized personal telephone book or small notebook. They enter the new words he (she) encounters in reading with a sentence from the

reading context and the meaning, in the native language and English. Later, when they encounter the new word again, he (she) can just access the personal dictionary and cement the concept in his (her) memory.

We often set a range of activities based on dictionaries, for example a game that the student have to find words related to a specific subject like "house remodeling" and the exercise consisting in making a list of materials and it takes the vocabulary enhancing. It is most used at our instrumental classes, focused on a specific area: engineering, Laws, IT etc ...

One of the most effective ways is to encourage learners to compile their own dictionary which includes familiar words to them, as a result they recognize the importance of it and value this dictionary not only during the lesson but also the rest of their free time.

During the lesson the activities and the games not only for students but also for teachers can be used. Before the courses we ask students to look for the meaning of new words in given passages for reading and it is up to them to use any of the dictionaries. We usually get our students to

find new words while brainstorming a topic; asking synonyms and antonyms of words.

Explaining how to use abbreviations in phonetic symbols and stress to your learners in dictionary and encouraging to use dictionary improve the effectiveness of working with dictionary throughout the courses.

The following activities are useful in our classroom: 1) Give them a list of spelling of familiar words where they have to find out whether it is right or wrong. 2) Divide the group in two and have a competition in locating words in the given list in alphabetical order form. 3) Work on homonyms and homophones to form contextual understanding for the text read in class. 4) Mark spelling mistakes from each other's drafts of writing and suggest the correct spelling.

In conclusion, if compiled dictionaries are fit for national educational system in learning foreign languages, clear to learners, based on necessary needs, taken user's preference, which improving knowledge of the culture of various countries, into consideration, even time can not be cause to place a low value on such a good dictionary.

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REZYUME

Мазкур мақолада инглизча-ўзбекча, ўзбекча-инглизча луғатларининг тузилиш тамойиллари танқидий ўрганилиб, улардан мактаб, лицей, коллеж ва олий ўқув юрталарида инглиз тилини ўқитишда фойдаланишга қаратилган таклифлар берилган.

РЕЗЮМЕ

В статье были критически исследованы составляющие принципы англо-узбекских и узбекско-английских словарей, а также представлены практические рекомендации для улучшения их роли в преподавании английского языка в школах, лицеях, колледжах и высших учебных заведениях.

SUMMARY

In the article compiling principles of English-Uzbek and Uzbek-English dictionaries were critically investigated and there were given practical recommendations for improving their role in teaching English at schools, lyceums, colleges and higher educational establishments.

КАМОЛОТ ТИЗИМИДА ПСИХОЛОГИК ҲИМОЯ (назарий ёндашув)

С.Р.Садриддинов - катта ўқитувчи

А Авлоний номидаги халқ таълими тизими раҳбарлари ва мутахассис ходимларини қайта тайёрлаш ва малакасини ошириш институти

Таянч сўзлар: камолот, жисмоний камолот, маънавий камолот, психологик камолот, психологик ҳимоя, гендер тафовут, Стюдентнинг t-мезони, базавий ва орттирилган психологик ҳимоя, психологик дискомфорт, эҳтиёж, ҳаётий тажриба, вазият, копинг ҳуқ.

Ключевые слова: развитие, физическое развитие, духовное развитие, психологическое развитие, базовая и приобретённая психологическая защита, гендерное различие, t-критерий Стюдента, психологический дискомфорт, потребность, жизненный опыт, ситуация, копинг поведение.

Key words: development, physical development, spiritual development, psychological development, basic and acquired psychological defense, gender difference, Student's t-test, psychological discomfort, need, life experience, situation, coping behavior.

Психология фанида психологик ҳимоя феномени турли илмий мунозараларнинг асосий мавзуси бўлиб келмоқда. Чунки психологик ҳимоя функционаллиги жиҳатидан шахс маънавий дунёсининг ижтимоий муҳит билан мослашувини таъминлаш учун амал қилиб, гоҳида психологик ҳимоя механизмидаги элементларнинг зиддияти натижасида, психологик ҳимоя ижтимоий дезадаптациянинг сабаби ҳам бўлиши мумкин.

Онтогенезда, ҳар бир шахс сезги органлари воситасида ахборотни идрок этиб, унга ишлов бериб ва манзилга узатишни фақат ўзига хос бўлган (индивидуал) технологиясини қўллаиди, англандан ёки турли хоссалар тарзида уни билим шаклига келтиради. Мазкур жараён автоматизациялашиб, индивидуал когнитив услубга айланади. Когнитив услуб,

индивидуал онг ва онгсизлик динамикасида ҳам ифодаланиб, психологик мажмуа тарзида "Мен" ва "Мен-эмас" кўринишида шахснинг ўзига баҳо бериш намунасида, атроф-муҳитга бўлган муносабати тарзида, ўзликни англаш кўринишида намоён бўлади. Ифодаланишига кўра, онг ижтимоий, сиёсий, ҳуқуқий, ахлоқий, бадий, диний, экологик каби турларга ажратилади. Масалан, ахлоқий онг - жамиятда инсонлар орасида яхшилик ва ёвузлик, оқ ва қорани инъикос этувчи онг тури ҳисобланади. Ахлоқий онг, инсоннинг турли фаолият юритишида меъёр, анъана, урф-одат, тартиб, йўриқнома тарзида муносабатларни тартибга келтиради. Бадий онг эса ижтимоий борлик ва унинг гўзаллигини инъикос этади. Бадий онгнинг муҳим кўриниши санъат ҳисобланиб, у инсонни маданий хоссаларни ўзлаштиришини, ижтимоий-