



BILINGUAL (RUSSIAN-UZBEK) DICTIONARY OF VERBAL COMPATIBILITY AND FEATURES OF ITS CONSTRUCTION

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Abstract:

The article is about vocabulary selection in an educational dictionary. The problem of vocabulary selection in an educational dictionary is one of the interesting ones in educational lexicography. Its solution is determined by both the general installation of the training dictionary and the specific type of dictionary.

Key Words: Vocabulary Selection, Specific Type, Communicative Orientation, University-Based National Audience, Principle for the Selection, Situational-Thematic, Methodical Expediency, Frequency, Usage & Compatibility.

Bilingual (Russian-Uzbek) Dictionary of Verbal Compatibility and Features of Its Construction:

The problem of vocabulary selection in an educational dictionary is one of the interesting ones in educational lexicography. Its solution is determined by both the general installation of the training dictionary and the specific type of dictionary. “One of the ways for students of the national school to master Russian is the careful selection of language material that meets the requirements of the communicative orientation of learning” [Unified Lexical Minimum, 2017]. This provision is also true for the selection of vocabulary for dictionaries intended for a university-based national audience.

The basic principle of presenting language material for educational purposes is the principle of minimization. “The study of the lexical composition of existing dictionaries has shown that there is no single principle for the selection of vocabulary, focused on creating the lexical microsystem of the Russian language in them” [6. from 4.]

To avoid these shortcomings, a lexical minimum is required, which is used as a vocabulary of a training dictionary, including a bilingual Russian-national one. The character of the unit of the described dictionary presumes consideration of the general principles for the selection of educational lexical units (frequency, usage, compatibility, semantic value, situational-thematic, methodical expediency) [Single Lexical Minimum, 2017]

The selection of words is based on the following principles:

- ✓ Taking into account the number of units for learning at the training stage as the problem of learning vocabulary in the national audience of the university has not been given special attention in terms of determining quantitative parameters.
- ✓ Orientation to the communicative needs of the educational and professional activities, which allows us to establish a passive vocabulary by observation. To this end, the needs of communication should be analyzed in the conditions of passing test tests for the practical Russian language course and the results of experimental control tasks.
- ✓ Frequency, the concept of which is embedded word usage in speech activity.
- ✓ Educational and methodical expediency, according to which the words necessary for mastering Russian speech are selected, as well as providing difficulties for mastering them due to their linguistic nature.
- ✓ Thematic value. Without knowledge of such words, it is impossible to develop monologue utterances on specialty topics.

In the context of the universal renewal of life, when the active role of science in society increases immeasurably, the problem of the normalization of literary speech, the problems of improving people's speech culture become extremely important. There is no need to prove that dictionaries are the most effective tool for enhancing the speech culture, one of the main means of conducting a targeted and scientifically-based language policy.

Considering the dictionary as part of the audiovisual complex of textbooks, it is worth defining the characteristics of the type of dictionary, compatibility among other educational dictionaries. Such an educational vocabulary should contribute to the formation of written and oral speech, help master the norms of the Russian literary language. “The school is obliged to raise its pupils to such a level of proficiency in the language standard ... that monitors sufficient reliability of communication, as well as to establish in each student the need and ability to further improve their speech and literacy based on the use of dictionaries, reference books, and new literature on the language.” [3, p.4]

Students entering a university often have a poor command of the language, completely unaware of the norms of the Russian literary language. The most effective teaching methods, designed to solve the problem of

students learning the norms of word compatibility in a literary language, are such as comparison, juxtaposition of words, to different styles of speech. The word combinability dictionary acts as a link between the semantic derivation dictionary, that is, the explanatory dictionary and the Uzus dictionary (difficulties and correctness of speech), and the variants (phonetic, morphological, syntactic, and others).

It is known that the correctness and irregularity of speech is reflected in three concepts: Uzus, language system and language norm. Summarizing internal dissimilar phenomena, these three concepts in different manifestations differ

For example: "A little girl put sand on the floor." In this sentence, there is a violation of the syntactic links characteristic of the Russian language: the definition does not agree with the word being defined in gender, number, case, the predicate (verb in past tense) does not agree in number and in gender with subject, the verb with preposition does not control the accusative case. Any Russian student will not break these syntactic links. In another example, I Am a Student, there are no grammatical, lexical, or stylistic mistakes. But the irregularity here is of a special kind. Language rules do not prohibit the use of the "I am" construction, in general it may be said like this, but it's not used in speech.

Methodical work on the language system and the language norm is quite acceptable to build on the basis of purely linguistic work, without going beyond the description of their normative compatibility. But the uzus is the Form of Speech suitable for this particular situation, and it cannot be studied by linguistic methods alone. In addition to describing issues of the lexical meaning of a word, the norm of using word compatibility, in order to enhance the learning orientation of the wild dictionary of compatibility, its applicability, the process of teaching Uzbek students Russian language should be given a linguistic description of issues related to the assimilation of Russian verbs.

For studying the compatibility of verbs in a national audience and for presenting them in a bilingual educational dictionary, the following problems of linguistic description, specific verbs in the Russian language, differentiation of individual meanings of multi-valued verbs, the hierarchy of verb meanings, clarification of similarities and differences in the semantic structure of Russian and Uzbek verbs. The use of dictionaries finds a place when studying almost all levels of the language. But the main direction in the use of dictionaries in the educational process is the work on the assimilation of the meanings of words, their various (grammatical, stylistic and similar) characteristics, for the development of students' speech.

In order to acquire the skills of recognizing individual meanings of words, their means of expression for acquaintance with systemic (paradigmatic) relationships of meanings (synonymy, antonymy), to master the semantic motivation of derived meanings of words, and most importantly, to study the compatibility of Russian words in the process of learning Russian bilingual dictionary.

A bilingual active type vocabulary must meet the requirements that will increase the effectiveness of the process of learning Russian in the national groups of the university:

- ✓ This dictionary should meet the requirements of the content of the university Russian language course in national groups;
- ✓ The bilingual dictionary of the compatibility of words of the Russian language should maximally promote the development and improvement of speech skills and abilities on the material of the main vocabulary by translating into the native language;
- ✓ The sought vocabulary should help predict errors in word usage, both in terms of speech design and content, that is, the vocabulary must be normative and explanatory.
- ✓ The dictionary is a guide to mastering common vocabulary, so this should be reflected in the selection of the vocabulary, its presentation in the dictionary.

As a result of our research paper we can say that the development of a bilingual dictionary and materials for it should be carried out taking into account the fact that Russian is primarily a linguistic discipline. The means of expression of knowledge should be studied as a unit of language. With the same calculation, it is necessary to formulate the content of the university course of study of the Russian language as a linguistic discipline, taking into account the practical, communicative orientation of training.

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