

The Importance of Using Dictionaries in Foreign Language Learning and Teaching

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Abstract: The current stage of improving the teaching of a foreign language is characterized by a focus on the development of schoolchildren and students as individuals who are fully proficient in speech in all its forms. The most important component of the process of development of a linguistic personality is the formation of the ability to use dictionaries in educational and cognitive activities as a source of knowledge and a means of self-development. However, work with dictionaries both at school and at university has not received sufficient attention. Therefore, this problem remains quite relevant.

Keywords: lexicography, dictionary, information literacy, competence, etymological dictionaries, enrich vocabulary.

In order to exist in the social world, a person and society need communication and cooperation with other people. Therefore, human communication is one of the most important factors in the overall psychological development of a child. Only in contact with adults is it possible for children to learn words and master the riches of their native language. In the conditions of scientific progress and the globalization of society, more and more new words are coming into use, many of which are often incomprehensible. Therefore, the question of enriching the vocabulary of modern youth is very relevant. Enriching vocabulary is one of those types of work that serves the overall development of a person. Therefore, the expansion of vocabulary can be ensured by all educational activities, and not just by studying individual disciplines, although classes in both foreign and native languages are of paramount importance. The development of students' speech, strengthening their speech skills and improving the ability to accurately, emotionally and figuratively convey their thoughts, feelings, and expressions of will is one of the main tasks of teaching foreign and their native languages, which is solved not only in foreign language lessons, but also in all classes. Enriching students' speech presupposes their awareness of the nuances of lexical units, as well as their stylistic features and scope of use. The teacher at school lays the foundation for the development of communicatively expedient coherent speech [9, 3518]. Enriching students' vocabulary is one of the main tasks of teaching foreign language and their native languages, along with work on grammar, spelling, punctuation, etc. However, in order to master the program material in different disciplines, students must understand the words they are dealing with, therefore vocabulary work should be carried out in every lesson in each discipline, it is part of every lesson. At the same time, enriching the speech of students of non-Foreign nationality is associated with more difficult issues. To master the program material, students must understand the words they encounter. The initial task of a literature teacher is to work on enriching the vocabulary of students. Naturally, the richer a person's vocabulary, the more accurately, beautifully, and more clearly he expresses his thoughts, the easier it is for people to communicate. Therefore, in order to enrich the vocabulary and teach students the ability to express their thoughts beautifully and clearly, the use of various types of dictionaries in classes at school and university plays an important role. At the same time, it is necessary to systematically use different types of dictionaries in the classroom, which helps to increase the level of speech development of students.

Dictionaries actively help students adapt to the multicultural world in the classroom. Therefore, the role and importance of reference literature in our lives is increasing every day. Currently, a huge

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number of dictionaries, encyclopedias and reference books are published. It is important for a modern person to be able to use dictionaries, since we are bombarded with a large amount of information through live communication between people, through the media, the Internet, television, as well as through various new technical means. In this regard, the modern educational minimum for school and university students emphasizes the need to develop their information literacy. Work with dictionaries should begin in primary school and should (in accordance with the topic) be used in every lesson and, becoming more complex with each lesson, continue to work, including at a university. Dictionaries can be used when teaching English to non-native speakers. In this case, bilingual dictionaries are used. For example: when studying English, Uzbeks or Russians use an English-Uzbek/Russian [25] or an Uzbek or Russian-English dictionary [26]; When studying a foreign language, the following are used: Russian-German, German-Russian, English-Russian and other dictionaries.

However, unfortunately, neither school nor university pays due attention to the use of dictionaries, reference books, etc. under the pretext that they take a lot of time. Recently, schools have begun to use various dictionaries, synonymous, antonymic, etc., intended for schoolchildren. However, for the most part they use explanatory [10, 17], spelling dictionaries. The teacher must be able to organize work and distribute time in class rationally, find time and use of dictionaries. This is a very important part of the lesson. The systematic use of dictionaries presupposes the acquisition of words and figures of speech and the necessary skills. In the process of work, students, starting from primary school, develop attention to the word, to its meaning and shades of meaning, to its relevance in a sentence and in the text, and develop speed and accuracy in word choice.

However, before starting to work with dictionaries, it is necessary to begin to introduce them to dictionaries in the elementary grades, then in high school, at the university, present more dictionaries, introduce students to the basics of lexicography, its history, give a more extensive description, complicating the information about them: give an idea that dictionaries are divided into encyclopedic, which provide information from various areas of life, and linguistic, or philological, which are divided into different types depending on their purpose; teach them to compare dictionary entries and find them correctly. A schoolteacher or university professor must be able to organize work and allocate time for using dictionaries: provide for working with different types of dictionaries, teach students to find the necessary information in them. In addition, it is necessary to monitor the latest literature and introduce students to the latest lexicographic publications.

Dictionaries are not only intended to enrich your vocabulary. The use of different types of dictionaries depends on the goals and objectives of the lesson. Dictionaries pursue different goals: some interpret, explain the meanings of words, others establish spelling, pronunciation, systemic relationships between words (synonymous, antonymic, and homonymic), the morphemic composition of a word, its formation, origin, grammatical features, etc. However, lexicography has not yet generally accepted typology of dictionaries, although there were attempts to create such a lexicographic work by many linguists (L.V. Shcherba, P.N. Denisov, etc.). As practice confirms, the most popular types of dictionaries in the classroom are explanatory, phraseological, synonymous, antonymic, homonymic, foreign words, etymological, spelling, spelling, etc. In this case, certain principles must be observed: demand at school and university, accessibility, universality. In the course of teaching pupils or students of non-Russian nationality in a National school, explanatory, etymological and dictionaries of foreign words acquire special importance, since they explain the meaning. The functions of dictionaries are currently being expanded. Dictionaries are different, but have much in common: the structure of construction, rules for presenting vocabulary material, design, identical sections, etc. They are used not only as reference material, but also as an independent teaching aid for the development of various types of speech activity and the formation of communicative competence. Working on enriching your vocabulary cannot be considered an end in itself. Students may have a large vocabulary, but do not know how to actively use it, correctly combine them with each other, form new words from them, form them grammatically correctly, or compose a speech in accordance with the norms of the literary language. It is necessary to work on the development and enrichment of speech not in isolation, but in connection with grammar and phonetics (sound pronunciation). It is known that students' vocabulary expands and becomes enriched as their ideas about the surrounding reality, nature, society, the animal



world, etc. increase. One of the main ways to replenish a student's vocabulary and develop his speech is to enrich his experience and expand his ideas about nature and society. Along with the word comes knowledge about the world, thinking develops, and communication between team members is ensured. Enriching students' vocabulary is the most important task of studying a foreign language and their native languages at school and university. Therefore, dictionaries not only fulfill one goal (explanation), but they also pursue other goals: they establish the use of a word in place, its correct connections with other words, their stylistic role in the text [21,272]. There are different types of dictionaries for all these aspects of the language. However, dictionaries are intended for a more general task: mastering a language, taking into account all aspects of the language, correct construction of speech. It is necessary to teach students the ability to compare dictionary entries in various explanatory dictionaries, identify the uniqueness of the construction of these entries, establish methods of semantization of words, and the scope of their meanings. Working with synonymous and homonymous dictionaries is of great importance, since schoolchildren and students often confuse them (continent-contingent, excavator-escalator), etc. In relation to such words, it is imperative to work with a dictionary; one can even compile dictionaries of such words with small explanations.

The following types of tasks using dictionaries can be offered in elementary grades:

1. Replace the highlighted word with another that is close in meaning, using a dictionary of synonyms: This boy is very brave (brave, courageous).
2. Combine the adjective with the noun in brackets. Find out the meaning of the adjective in each case using an explanatory and synonymous dictionary. Fresh (wind, bread, magazine).
3. Translate Uzbek/Russian words into English. Find antonyms for them using the antonym dictionary.

baland /высокий

shirin/сладкий

Check the dictionary to see if they can be translated differently.

4. Translate the following phrases from the Uzbek/Russian language into English and make sentences with them in English and Uzbek/Russian languages.

issiq choy/горячий чай

achchiq qalampir/горький перец

issiq taot/горячее блюдо

Enriching students' vocabulary is one of the types of work that serves the overall development of schoolchildren and students. Therefore, the expansion of vocabulary can be ensured by all educational activities, and not just by studying individual sections of the program in Russian and the native languages. Attention to working with dictionaries in university classes, the importance of developing information literacy, and the use of linguistic dictionaries as a form of communication, consolidation and deepening of knowledge require a more in-depth study of dictionaries and their effective use, starting from primary school and expanding at the university [17,237]. When working with dictionaries, it is advisable to use several different dictionaries at the same time, working even with one word: explain the meaning of the word using an explanatory dictionary, select synonyms, antonyms, homonyms; check spelling, conduct word-formation and morphemic analysis of the word using appropriate dictionaries, establish the etymology of the word using any etymological dictionary; establish the basic meaning of the word and select a synonymous series, arrange synonyms in increasing degrees (size): gigantic, large, huge, enormous, colossal, etc. School students first learn to work with dictionaries, various reference books with the help of a teacher, and then in high school and university - they begin to master them independently. Working with dictionaries and reference books should be a structural component of the lesson.



So, the main task of vocabulary work using various types of dictionaries is the development of monologue and dialogic speech. At the same time, enriching students' active and passive vocabulary is considered as one of the most important complexes in the development of speech abilities.

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