



THE USE OF DICTIONARIES IN LANGUAGE TEACHING

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| KALIT SOʻZLAR | ANNOTATSIYA |
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| lugʻat, til oʻqitish, taʻlim, soʻz boyligini rivojlantirish, madaniyatlararo muloqot, mustaqil oʻrganish, bir tilli lugʻat, ikki tilli lugʻat, oʻquv lugʻatlari. | Ushbu maqolada til taʻlimida lugʻatlarning roli oʻrganilgan boʻlib, ularning soʻz boyligini oshirish, notiqlikni sayqallash va til koʻnikmalarini rivojlantirishdagi ahamiyati koʻrsatilgan. Maktab oʻquvchilari oʻrtasida oʻtkazilgan tajriba-sinov asosida lingvistik, ikki va koʻp tili tarjima hamda oʻquv lugʻatlarining mustaqil oʻrganishni shakllantirish va madaniyatlararo muloqotni kuchaytirishdagi samaradorligi baholangan. |
| КЛЮЧЕВЫЕ СЛОВА | АННОТАЦИЯ |
| словарь, преподавание языка, образование, развитие словарного запаса, межкультурная коммуникация, самостоятельное обучение, монолингвальный словарь, билингвальный словарь, учебный словарь. | В данной статье указана роль словарей в изучении языка, констатирована их роль в пополнении словарного запаса, подтачивании ораторского искусства и развитии языковых навыков. С помощью экспериментов среди школьников оценена эффективность лингвистических, дву- и многоязычных переводных, учебных словарей в формировании у учащихся навыков к самостоятельному обучению и усилении межкультурной коммуникации. |
| KEY WORDS | ABSTRACT |
| dictionary, language teaching, education, vocabulary development, intercultural communication, independent learning, monolingual dictionary, bilingual dictionary, educational dictionary. | This article indicates the role of dictionaries in language learning, states their role in vocabulary replenishment, eroding public speaking and developing language skills. With the help of experiments among schoolchildren, the effectiveness of linguistic, bilingual and multilingual translation, educational dictionaries in the formation of students' skills for independent learning and strengthening intercultural communication was evaluated. |

Introduction. Nowadays, knowing a foreign language perfectly is the major thing in achieving high professional skills. The English language takes the leading place among the other languages of the world, so we too are forced to learn this language and it is not without reason that there was given separate attention for learning it. Today, we can see a lot of success, and new scientific approaches in using new pedagogical technologies in teaching English.

Methodology. This study employs a mixed-methods approach, combining qualitative and quantitative data to explore the impact of managerial knowledge on business growth in Kazakhstan and Uzbekistan’s nascent markets. Qualitative data were collected through interviews with executives experienced in these markets, while quantitative analysis involved reviewing business performance indicators pre- and post-market entry. The research also includes a comprehensive review of secondary sources such



as industry reports and academic literature to support the findings. This methodological approach ensures a balanced evaluation of how managerial strategies influence market outcomes.

Results. The problem of learning foreign languages has been and remains very relevant. More and more practicing methodologists are inclined to believe that in our time a person, in addition to his native language, needs to know one or two foreign languages. They believe that bilingual education through the co-learning of native and foreign languages is an important part of the modernization of the goals and content of the modern educational system. To communicate at the household level, it is now quite enough to know one or two of the most common languages, for example, English, German or Spanish. Therefore, in many countries of the world, as a rule, two, and sometimes more foreign languages are taught at school, which is quite enough to communicate with representatives of both European and Asian countries. As the well-known author of many works on bilingualism, Skutnabb Kangas, said, it is impossible to study bilingualism and bilingual education without understanding what language is.

Recent developments in language teaching methodology emphasize the need to equip students with the strategies needed to complete tasks to develop various language skills. Such strategies typically include explaining the meaning of the word by the teacher or other students; guessing the meaning of new words found in the text; and, finally, the use of a dictionary.

The ability to guess the meaning of an unfamiliar element based on the context is undoubtedly an important strategy, although in fact "unfamiliar words - in the form of repetition or minor terms - are very often simply not inferred from contextual clues." In addition, the student

cannot always ask for help to a teacher or another student.

Therefore, the ability to use vocabulary plays an important role in the development of students as independent, independent learners who depend on their own decisions, efforts and learning style.

The beauty of writing lies in the art of expressing thoughts, emotions, and concepts through words. The more refined our understanding of words, the more compelling our expression. And here, dictionaries play an irreplaceable role. They offer a comprehensive understanding of words, including their meanings, usages, connotations, and denotations, thereby enhancing our expressive abilities.

Dictionaries are a rich source of information for foreign language learners. They help to better understand the meaning of new words, their grammatical features, and features of their application, as well as to expand the vocabulary of students and make their language more literate.

The ability to work with a dictionary is a useful activity that can be used both in reading and in writing.

Multilingualism also enhances linguistic experience, accelerates language forecasting, and has a positive impact on the development of language skills.

Students need to know how and what vocabulary to use in class and outside of school. There are 3 main types of dictionaries that students can use:

Standard monolingual dictionaries. They are aimed at native speakers of that language.

Educational monolingual dictionaries. Issued for all learners of a foreign language.

Bilingual dictionaries. Contain words in a foreign language and their translation into the student's native language or vice versa.

It is obvious that it is necessary to pay special attention to the problem of developing the ability of students to effectively participate in intercultural communication. And in the context of a secondary school, one of the most appropriate ways to solve this issue is to focus on bilingual language education, where the main principle is the mandatory use of nationally oriented educational material. In this case, we mean nationally oriented material, both in the native language and in the language of a foreign speaker. Therefore, for the process of learning a language and mastering the basics of intercultural communication to be fruitful, it is necessary to use the entire arsenal of reference material, that is, various dictionaries.

Dictionaries play an important role in modern culture, they reflect the knowledge accumulated by society over the centuries. Dictionaries are used to describe and regulate language and help improve the correctness and expressiveness of the speaker's speech. The vocabulary of any living language is constantly changing and expanding. The appearance of new words reflects the development of modern science, culture and art, and unused words are marked as obsolete. The dictionary is an integral part of the culture of the nation since many aspects of people's lives are recorded in it. Vocabulary must be acquired in a system that is associated with the properties of the human brain for memorizing logically organized material, analysis, synthesis, and generalization.

We have carried out experimental work in grades 10-A and 10-B of Secondary School №51 in Yunusabad district. The purpose and objectives of the work was to update the material studied on the topic: Dictionaries; as well as the development of logical thinking; maintaining students' interest in learning English; development of interest in the English language among 10th grade students. Students in the 10th grade were given the

opportunity to be in the role of a teacher, which made it possible to develop of research skills and explain the specificity of the feelings in the English language.

According to the results of the cut, the students of the tested groups of the 10-A and 10-B grades, consisting by 15 pupils in each group, we can draw the following percentage conclusions about the assimilation of the studied and received material, which we received during our environment. Out of 15 students at 10-A experimental group (100%), 2 students (18%) are satisfactory, 5 students (35%) are good, and 8 students (47%) have mastered the studied material perfectly. It follows from this that the assimilation of learning the realities of a foreign language has its costs, and there is an educational need to deepen this aspect of the language into the structure of training sessions.

Out of 15 students at 10-A control group (100%), 5 students (36 %) are satisfactory, 5 students (35%) are good, and only 5 students (33 %) have mastered the studied material perfectly. It follows from this that the assimilation of learning the realities of a foreign language has its considerable costs, and there is much educational need to deepen this aspect of the language into the structure of training sessions.

The level of formation of research skills in the control and experimental groups is shown in Figures 1 and 2.

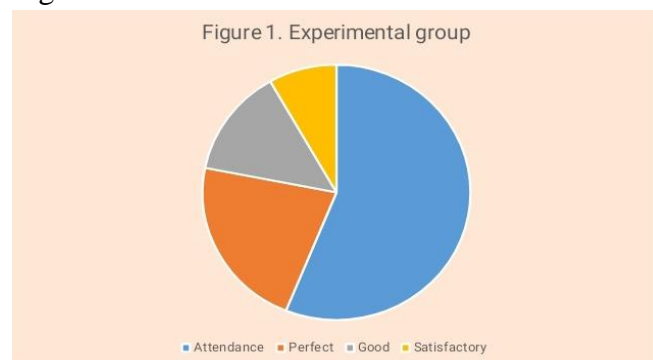


Figure 7. Experimental group.



Figure 8. Figure 1. Experimental group.

Discussion and Conclusion. The experiment's findings indicated that most students in the

experimental class possessed knowledge of a higher caliber than students in the control class. Using dictionaries, students in the experimental class took charge of planning their classroom activities. Less frequently did they discuss the challenges of learning subject knowledge, noting that the material is better recalled and that it is simpler to overcome the language barrier. Instead, they mostly discussed the importance of themselves and the value of working in a group, the experience acquired, and the importance of themselves.

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