



ON THE TYPOLOGY OF EDUCATIONAL PHRASEOLOGICAL DICTIONARIES

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ABSTRACT

The article deals with the types of phraseological dictionaries, the main trends in the formation of educational phraseological dictionaries and the classification of educational phraseological dictionaries.

KEYWORDS: - Single-language reading phraseological dictionaries, multi-language reading phraseological dictionaries, alphabetical order phraseological dictionaries, thematic order reading phraseological dictionaries.

INTRODUCTION

Phraseological dictionaries are an invaluable part of the language, which directly reflects the public opinion, the cultural development of the nation. Because in dictionaries of this category the whole image of linguists is a group of phraseological units that express the history, culture, spirituality, beliefs, values of the nation, the development of thinking, inter-linguistic, intercultural relations, in general, the power of the vernacular. However, in the process of defining the specifics of phraseological dictionaries created in the Uzbek language, classification and description of such dictionaries, the state of phraseological lexicography is not satisfactory, which combines such unique features of the native language. Of course, there are specific objective and subjective reasons for this.

First of all, in world linguistics there is still no consensus on the name, unity of phraseology and its boundaries with similar events. The first task in compiling this dictionary is to create a problem in the formation of the dictionary corpus.

Secondly, in our linguistics the theoretical problems of selection of lexemes and lexicographical semantization, as well as technological aspects related to compiling a dictionary have not been solved yet. This is especially true in determining the specifics of phraseological dictionaries created in the Uzbek language.

Thirdly, the field of educational lexicography in our country is still underdeveloped. This, in turn, complicates the process of forming a dictionary of phraseological dictionaries for different stages of general secondary education – primary,



secondary and high school students, as well as university students. In particular, the main shortcoming of most phraseological dictionaries published in the series "For schoolchildren" is their communicative orientation, relevance to the learning process, i.e. compliance with state educational standards, deviation from the criteria of educational lexicography, such as the fact that it serves as a key factor in the physiological and psychological characteristics of the student.

The above task is to develop a concept of educational phraseology based on the full satisfaction of the communicative needs of the modern student phenomenon in Uzbek linguistics and the requirements of anthropocentric lexicography.

The phraseological system of the language is very diverse, both semantically and structurally, grammatically, and each of their aspects requires a separate classification. In the world of phraseology, there are currently several groups of phraseologies, such as semantic or semantic-structural structure, lexical-grammatical features, scope, stylistic features, origin, relation to time and space have been identified, and dictionaries have been published for each of them. The spiritual diversity of phrases, the deep penetration of dictionaries into the educational system, in addition, the increase in interest in learning the native language and foreign languages has led to the development of reading phraseology – an increase in the number of types of vocabulary. In particular, a number of types of Uzbek lexicography and phraseological dictionaries have emerged. Chapter 4 of the monograph "Formation and development of Uzbek phraseology" authored by B.Yuldashev in 2013 analyzes the phraseological dictionaries created in

Uzbek linguistics, 9 of which are basic types:

1. Monolingual phraseological dictionaries.
2. Phraseological dictionary of the author's works.
3. Uzbek-Russian phraseological dictionaries.
4. Russian-Uzbek phraseological dictionaries.
5. Multilingual phraseological dictionaries.
6. Phraseological dictionary of folklore works.
7. Phraseological dictionaries with frequency.
8. Educational phraseological dictionaries.
9. Territorial (regional) phraseological dictionary.

In distinguishing the types of textbooks from the general typology of dictionaries, it is important to know the age of the dictionary user, more precisely, in which part of the system of continuing education, in general, for which it is intended. Simple lexical units of the nature of the phraseological unit – the complexity of the word, emotional expression, the expression of strong semantic nuances - require extreme attention to the age limit of the user. For example, the use of phrases such as "....." in the speech of a preschooler or elementary school student, and "....." in a school student's speech is not logically specific to Uzbek speech. However, there is no place for such phrases in the dictionary.

Phraseography of the world, especially in Russian and English, is the main criterion in distinguishing types of vocabulary, and there is no problem in distinguishing types of vocabulary. In particular, in Russian lexicon there are a number of phraseological dictionaries created for preschoolers, schoolchildren, national schools who study Russian as a mother tongue. At the present time, as discussed in the previous sections, in the Uzbek language, although it does not fully meet the requirements of the lexicon of reading, you can find educational phraseological dictionaries for different sections of continuing education.

In the typology of educational phraseological



dictionaries, whether the dictionary is monolingual or multilingual is also a key criterion. It is not only in the history of Uzbek reading phraseology, in general, in the history of phraseology, it is observed that the primary phraseological dictionaries were multilingual (two, three, even five languages). This is the case in both Arabic and Turkish phraseology, as well as in Russian phraseology, the fact that the original dictionaries were of a purely educational nature, the study of the culture and way of life of the nation through language, more precisely, it is connected with social and political orders of different epochs. According to the author of the five-language educational phraseological dictionary, phraseographer R.A.Ayupova, until the middle of the last century, there were several bilingual phraseological dictionaries in Tatar phraseology. In particular, F.S.Safiullin's "Tatar-Russian phraseological dictionary" ("Татарско-русский фразеологический словарь"), "Russian-Tatar educational thematic phraseological dictionary" ("Учебный тематический русско-татарский фразеологический словарь") by L.K.Bayramov, "Tatar-Russian phraseological dictionary" ("Татарско-русский фразеологический словарь") by F.F.Gaffarov and G.G.Sabirov, A.V.Kunin's "English-Russian Phraseological Dictionary" ("Англо-русский фразеологический словарь"), "Russian-English phraseological dictionary" ("Русско-английский фразеологический словарь") by D.I.Kveselech, "Russian-English Phraseological Dictionary for Translator" ("Русско-английский фразеологический словарь переводчика") by S.S.Kuzmin and others.

The emergence of monolingual phraseological dictionaries and manuals in Tatar lexicon, as in most linguistics, dates back to the end of the twentieth century. In particular, the two-volume "Phraseological Dictionary of the Tatar Language"

("Татар теленең фразеологик сүзлере") published in 1989-1990 by the well-known Tatar writer, folklorist, and lexicographer Nabi Isanbet (1899-1992) and it is possible to cite didactic works "Children's Folklore" ("Балалар фольклоры һәм жырлы-сүзле йөз төрле уен") published in 1984.

In Russian lexicography, too, the original phraseological dictionaries are characterized by multilingualism. Experts distinguish three categories based on who used the Russian phraseological dictionaries:

- 1) intended for the population of foreign states;
- 2) intended by the Russian Federation to members of the nationalities residing in the territory of the former Soviet Union;
- 3) phraseological dictionaries for Russians.
- 4)

It is known that the Soviet period plays an important role in the development of Russian lexicography. At the same time, the need for rapid teaching of the Russian language in the countries of the former Soviet Union, in particular, the emergence of phraseological textbooks. Phraseological dictionaries have been published not only in order to develop various relations with the colonial nations, but also with other foreign countries. "Russian-Arabic Study Phraseological Dictionary" ("Учебный русско-арабский фразеологический словарь") prepared for publication in 1989 by A.M.Favzi and V.T.Shklyarov, it is still the only and complete dictionary of lexicographical comparisons of Russian and Arabic phraseology.

In Uzbek linguistics, too, there is a need to create more multilingual phraseological dictionaries than monolingual phraseological dictionaries. In particular, "700 phraseological phrases in Russian" by N.M. Shanskiy, E.A.Bistrova and T.Alikulov, and also F.Azizova's "Short English-Uzbek-Russian



Phraseological Dictionary” created in recent years can also be considered as a more complete example of a multilingual reading phraseological dictionary. The method of presentation of dictionary material in the compilation of educational phraseological dictionary, the purpose of the dictionary – the main criterion is to explain the internal semantic structure of the phraseological unit or to indicate the thematic areas. In simple explanatory dictionaries, the dictionary is based on the alphabetical order. In reading phraseology, as a rule, in dictionaries of alphabetical order there is a tendency to give the dictionary according to three criteria:

- the first part (word) of the phraseological unit;
- to the semantically leading part – to the unit of equal meaning;
- to the grammatical structure (parts of speech).

Dictionary of dictionary macrostructure in the typology of educational phraseological dictionaries – paradigmatic (synonym, antonym, homonym, paronym.....) relationship of phraseological units, basic dimensions (etymology, occasional, dialectal variants.....), format (electronic or printed) and other aspects serve as the main criteria.

Based on the above, educational phraseological dictionaries can be classified on the following grounds:

1. According to which link of continuing education is intended:

- 1) educational phraseological dictionaries intended for preschool children;
- 2) educational phraseological dictionaries for secondary school students;
- 3) educational phraseological dictionaries for students of higher educational institutions.

2. By language:

- 1) monolingual phraseological dictionaries;
- 2) multilingual educational phraseological dictionaries.

3. Dictionary material - according to the method of presentation of the dictionary:

- 1) reading phraseological dictionary in alphabetical order;
- 2) thematic reading phraseological dictionary.

4. According to the purpose:

- 1) a simple explanatory reading phraseological dictionary;
- 2) ideographic (mobile) reading phraseological dictionary.

5. according to the paradigmatic relationship of phraseological units: homonymous, synonymous, antonymous, paronymic phraseological units like a dictionary.

6. According to the criteria for choosing a dictionary:

- 1) general educational phraseological dictionary;
- 2) special educational phraseological dictionary (dictionary of verb phrases, dictionary of phraseological euphemisms, dictionary of social phraseology, dictionary of political phraseology, dictionary of colloquial phraseology, dictionary of religious (Islamic) phraseology, dialect dictionary).

7. According to separate descriptive features:

- 1) simple explanation;
- 2) etymological;
- 3) cultural (culturological);
- 4) characteristic of national values (axiological);
- 5) dictionaries of occasional phraseology;
- 6) a dictionary of phraseologies encountered in examples of folklore;
- 7) author's study phraseological dictionaries, etc.

8. According to the form:

- 1) printed;
- 2) e – learning phraseological dictionaries.

As we have seen, the definition of the typology of educational phraseological dictionaries in the Uzbek language is the existence of versions of dictionaries of this category, intended for all levels of continuing education, whether it is monolingual



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or multilingual, lexical material - a variety of methods of presentation of the dictionary, purpose, paradigmatic relation of phraseological units, homonyms, synonyms, antonyms, paronyms, idioms of phrasal verbs and also the form - depending on the availability of printed or electronic versions and the satisfaction of other requirements.

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