

# *Expression of Language and Cultural Commonwealth in World Educational Dictionary*

Nigmatova Lolakhon Khamidovna

Associate Professor of Russian Language and Literature

Bukhara State University



**Abstract** – It is generally accepted in modern linguistics that language is a mirror of culture, that it is a reflection of the whole being, and that it reflects the worldview. Each language contains all the features that characterize the nation to which it belongs, the members of society who use it, and on this basis, languages and nations are separated from each other.

**Keywords** – Modern Linguistics, Language, Culture, Lexicon, Phraseology, Grammar, Cultural Heritage, Dictionaries.

## I. INTRODUCTION

Language in the form of oral and written speech collects, preserves and transmits to the next generation samples of lexicon, phraseology, grammar, fiction of the cultural and spiritual riches of the people. In the process of learning the language, especially the mother tongue, the student learns the rich cultural heritage and spiritual values that are passed down from generation to generation. In this process, along with textbooks, the role of various school dictionaries, information banks, and lexical minimums is important.

Dictionaries are the most ancient form of linguistic sources. They have a purely practical purpose - to clarify and interpret the meaning of obscure words used in speech, more precisely, the concept of school, education, which appeared in ancient Sumer in the XXV century BC, China in the XX century, Western Europe in the VIII century, Russia in the II century.

## II. LITERATURE REVIEW

The famous Russian lexicographer V.V. Dubichinsky said, "The dictionary is a product and phenomenon of national culture." Indeed, any lexicographic work testifies to a certain level of a particular people's civilization, it records the processes of philosophical, political, religious, scientific and technical development of the nation's worldview in a given period, valuable in terms of language culture, folk culture, lifestyle and other aspects, records the data.

Today, in world lexicography, dictionaries have become known as important socio-political literature that reflects the culture, national identity, life and way of life of a society. Therefore, in recent years, one of the important tasks of linguistics has become to define the expression of common language and culture in the sense of lexical units of language, to distinguish the sign of "culture" in different languages, to identify the features of national spiritual values.

The cultural level of a nation is reflected in the speech of every individual in society. Language culture forms the general culture of any society, contributes to its development,

determines the place of the individual in society. In today's era of globalization, any modern specialist is required not only professional competence, but also a certain cultural level and linguocultural competence. The formation of linguocultural competence in learners, in general, the role of dictionaries, which are considered as a "product and phenomenon of national culture" in the development of linguistic competencies, in particular, the role of educational dictionaries is extremely important.

### III. ANALYSIS

Educational lexicography is a practical discipline in the field of linguomethodology, which aims to shed light on the theoretical and practical aspects of the study of the lexical layer of the language for educational purposes. In a number of developed countries of the world, including the United Kingdom, Germany, Spain, France, the United States, Russia, the development of this industry has become a matter of national importance. Each country, each language has its own lexicographic traditions. The tradition of creating a series of illustrated thematic dictionaries based on the dictionary "The world of concepts in pictures" (*Mir chuvstvennykh veshchey v kartinkax*) by Y.A. Comenius, which for centuries served as the main tool in the teaching of Latin in European educational institutions. In Russian educational lexicography is known for its popular educational annotated dictionaries, American educational lexicon with pictorial annotated-encyclopedic and complex dictionaries, German educational lexicon thematic dictionaries, which formed the classical traditions in this field.

Leading linguists, lexicographers and educators of their time were involved in the theory and practice of compiling educational dictionaries for different levels of education. In the development of this field S.Johnson, J.Dyubua, K.Dyubua, G.Matore, B.Kyumada, Y.Malkil, K.D.Bak, S.Barkhudarov, P.N.Denisov, L.A.Novikov, V. The services of V. Morkovkin, V. G. Gak, V. Kryuk, V. V. Dubichinsky, T. Jerebilo and others were great.

It was scientifically substantiated that the educational dictionary was based on an educational purpose, that the first dictionaries were ancient school manuals, that they were created for educational purposes, and that later dictionaries became a separate genre away from textbooks and textbooks.

The main task of educational lexicography is to create a lexicographic supply of language learning, the leading areas of which are the theory and practice of creating educational dictionaries and dictionary-type lexical manuals. According to V.V. Morkovkin, "educational lexicography" ("Educational lexicography is an applied

linguo-methodological discipline, the content of which is the theoretical and practical aspects of describing vocabulary for educational purposes") is a practical science in the field of linguomethodology, which aims to shed light on the theoretical and practical aspects of the study of language lexicon for educational purposes, and the "educational dictionary" (an educational dictionary is "a lexicographic work of any genre and volume, specially designed to assist in learning a language as a means of transmitting one's own and perception other people's information states ") lexicographic work of any genre and size specifically designed to facilitate learning".

In lexicography, educational dictionaries form a special type of dictionaries due to the fact that they are goal-oriented and one of the educational tools, close to the textbook. Vocabulary structure, word selection criteria, placement of dictionary materials, methods of presentation and interpretation of linguistic information, language of presentation of material, size, design, etc. are the characteristics of the textbook.

Its functional direction-functions play an important role in the description of educational dictionaries. "We consider the educational dictionary as a dictionary and a minimal lexical system dedicated to the four tasks - teaching, information, standardization and systematization," said P.N. Denisov. ("We consider only such a dictionary as an educational dictionary in which the minimal lexical system that makes up its vocabulary is able to perform 4 functions: educational, reference, normative and systematizing").

V. Perebiynis considers that the tool, which falls into the category of educational dictionary, must meet the following requirements:

- 1) The textbook should correspond to the curriculum of a certain stage of language learning;
- 2) The dictionary article should be short, simple, clear, user-friendly;
- 3) Great attention should be paid to the consistency of the word list;
- 4) The dictionary should have enough applications that complement the information needed for this stage of learning.

The textbook aims not only to strengthen the knowledge of the learner in a particular subject, but also to develop him as a person, to form his speech, worldview.

The student's age, mental and psychological state, physiological development, nationality, beliefs, culture, national values, customs, nature, climate, fauna of the country

in which he lives are closely connected with the world around him in general; helps to draw a linguistic picture of the world in the mind of the learner from an early age.

T.Jerebilo, who has conducted research on educational lexicography in recent years, said that any dictionary as a means of teaching and development of the human personality performs the main functions related to teaching, educational, pedagogical, intellectual development, and educational dictionaries, in addition to these universal functions it also performs special functions such as transmission, systematization, standardization, motivation.

According to F. Goden and J.L. Gespen, the study dictionary has a mission to ensure that the user receives information in three aspects simultaneously: sociolinguistic (how to speak), normative (correct speech) and cognitive (educational) information. The social significance of the dictionary is that it not only serves to increase verbal competence, but also plays an important role in the comprehensive development of the individual.

The issue of the reflection of cultural symbols in the dictionary in world lexicography was specially studied by V.P. Berkov, and the scientist often approached the reflection of national cultural symbols in bilingual translation dictionaries from the point of view of linguistics.

V.P. Berkov's idea of "providing large amounts of information in a small amount without compromising the interests of the user" ("maximum information at a minimum of space" – "without prejudice to the interests of the reader", which fully corresponds to the description of the educational dictionary, still attracts the attention of lexicographers. The main requirement for bilingual dictionaries is to cover as much as possible all aspects of the social, political life, cultural, spiritual and religious values of the language in concise sentences. The reason is that through language, the culture, spirituality and history of the nation to which the language belongs are assimilated.

Today, lexicographical analysis of dictionaries, in particular, dictionaries belonging to the category of educational dictionaries, along with the study of modern problems of linguistics and linguocultural studies, as well as issues related to the culture, spiritual values, beliefs, customs and traditions of the nation. is focused. V.V. Dubichinsky notes that the dictionary is at the same time a cultural work, which also reflects the scientific achievements of a particular society in a particular period of historical development "A good dictionary," he says, "goes into the history of a people as a means of developing and shaping the human mind, just like works of art or music." ("At the same time, the dictionary

itself appears to be a work of culture, the achievement of science of a given society at a certain period of historical development. A good dictionary is included in the history of the people as a revelation, the creation of the human spirit like works of fine art or music").

Unlike general dictionaries, any type of educational dictionary, spelling dictionary, pronunciation dictionary, annotated dictionary - all can be considered as a product of national culture. The reason is that the reader usually refers to the reading dictionary with questions such as whether *I am speaking correctly, using the word in its proper place, translating it correctly, using the alternative correctly, and writing it correctly*. Another important reason to look at the textbook as a product of pure national culture is that it can also serve as a guide to speech culture at the same time.

According to B. Bahridinova, a researcher in the field of Uzbek educational lexicography, educational dictionaries include the addressee (user) and the number of languages monolingual or multilingual), language levels - phonetic (phonological), morphemic, word formation, lexical, phraseological, morphological, differs in its coverage of syntactic aspects. Depending on the type of dictionary, these tasks, which determine the nature of the textbook, can be leading in some, passive in others. For example, the task of standardization in spelling and pronunciation dictionaries, and the task of providing information in educational dictionaries can lead".

#### IV. DISCUSSION

The commonality of language and culture is clearly reflected in dictionaries that reflect the units of language lexical level, including educational encyclopedic, educational annotated, educational phraseological dictionaries.

N.B. Mechkovskaya points out that the dictionary not only reflects the cultural image of society, but also provides information about it: "If the dictionary is a mirror of culture, the normative-methodological system is its X-ray image."

It is known that the first examples of the world educational dictionary, as well as the Uzbek educational dictionary, have a multifaceted, complex vocabulary, and each of them, of course, had an explanation.

However, most of the first dictionary samples and research on them testify to the fact that the emergence of lexicography was caused by the need to study the language in which the divine books were written, to interpret words whose meaning is not clear in the text of the holy books. In particular, the historical roots of the most advanced English lexicon date back to the VI-VIII centuries, when Christianity

was widespread in England. During this period, Latin was an international language in Western Europe and was used in interstate relations, education, science, and official relations.

In order to facilitate the reading of the Bible, S.V. Lebedeva compiled a list of Anglo-Saxon alternatives to obscure Latin words and wrote brief comments on them, notes that it initiated the tradition of creating dictionaries of this type that help to understand the text of scientific literature in Latin. The emergence of Eastern lexicography, especially Arabic lexicography, is also due to the spiritual, socio-political need - the need to teach non-Arabs to correctly pronounce and understand the text of the Holy Qur'an, and to spread Islam in general. The languages, customs, and cultures of the peoples under the Khilafah differed, and it was important to have a common language in governing them. Well-known lexicographer V.V. Dubichinsky also notes that the emergence of Arabic scientific lexicography was due to the need to interpret and understand the words in the holy book of Islam "Qur'an" in the XVII century.

The first dictionaries written in Arabic on the basis of Arabic traditions, including the first Arabic dictionary "Khalil ibn Ahmad Farahidi" (718-791) written in the late VIII century, "Kitabul-ayn", Sibavayhi's "Al Kitab" dictionary-grammar, Abu Nasr Ismail al-Jawhari The Sahih Dictionary, Saydana by Abu Rayhan Beruni in 1048, the 60-volume Qomus (Ocean) written by Feruzabadi (1329-1414) at the end of the 14th century, as well as the first Turkic dictionary of the 11th century by M. Kashgari's "Devonu lug'otit turk" and Mahmud Zamakhshari's "Muqaddimat ul-adab" were also born out of the need to study the main official language of the Islamic world - Arabic. All of these dictionaries are characterized by the fact that in the process of semantization samples of folklore of the period, excerpts from the works of various artists, grammar, as well as information about the nature, climate, flora, fauna and geography of the region. Modern educational dictionaries are considered anthropocentric dictionaries today. Anthropocentric dictionary - a dictionary created for man; its main task is to meet the communicative, cognitive, cultural and other social needs of man, to form in his mind an idea of the linguistic landscape of the world.

V.V. Dubichinsky, analyzing the existing differences in the division of the field of educational lexicon among specialists, puts an end to the existing hesitations as follows: "The field of study of educational lexicon can be defined as a system based on three coordinate areas - linguistic, psychological and sociological criteria, which belong to three systems." Such an approach to educational dictionaries, in

itself, shows that it is an all-encompassing means of man - an anthropocentric dictionary.

Anthropocentrism (Greek: Anthros - human + Latin: centrum - worldview) is a principle of human-centered cultural creation. The combination of these specific complex concepts, or the weakening of one of them, affects the quality of the dictionary, the dictionary cannot fully achieve its intended purpose.

L.K. Mullagalieva conducts a three-stage experiment with students studying Russian as a mother tongue and a foreign language, studying the current situation on the textbook "Realities of Russian culture", the formation of linguistic and cultural competencies through the dictionary and monitoring the results. The first experiment was conducted to determine the level of knowledge of students about the national and cultural specifics of language lexical units, and respondents were divided into different groups according to the level of language proficiency. According to the results of the experiment, a total of 37.8% of respondents have formed ethnolinguocultural competence. The researcher concludes that it is necessary to work on improving the methods of formation of ethnolinguocultural competence in order to cultivate a spiritually mature person who is aware of the history and culture of the people, and the second stage of the experiment The results of experiments show that the formation of linguocultural competencies in students during the work with the textbook reached 88.9%.

In her research, L.K. Mullagalieva states that "teaching Russian should be closely linked with mastering the culture of speakers of the native language (Russian - L.N.). This is due to the improvement of the methodological system of teaching and the introduction of tools in school subjects that directly serve to teach the national-cultural aspects of lexical units". He believes that in order to force students to refer to the textbook "Realities of Russian Culture", which is the main object of research, Russian language (native language) textbooks should include topics related to the national cultural life of the people, such as "Name Day - Angel Day", "Christmas", "Porridge in Traditional Russian Life". The commonality of language and culture in educational dictionaries finds its bright expression in the world educational dictionary, in particular, in the Russian educational dictionary. As mentioned above, the expression of national culture is clearly reflected in any type of educational dictionary, especially in commentary-type dictionaries, including phraseological, etymological, encyclopedic dictionaries, associative dictionaries, which are relatively new forms of educational dictionaries.

At the same time, there is a growing focus on the creation of associative educational dictionaries in the world educational lexicography. Associative dictionaries are a new type of dictionaries based on the psychological perception of linguists about the external world, linguistic thinking and memory, provides information about associative lexical units in a particular language, their nests formed in human memory, lexical-semantic, linguocultural, sociolinguistic, genealogical, pragmalinguistic features of associative units.

The founder of associative grammar Y.N. Karaulov considers associative dictionaries as a comprehensive knowledge dictionary about lexical units and linguistic features of their associations. He directly describes this type of dictionary, which demonstrates all the possibilities of a particular language, as "dictionary-textbook", "dictionary-grammar". The scientist divides the knowledge accumulated in the associative-verbal network of the Russian language into three parts:

- a) extralinguistic knowledge that brings the image of the world to the memory of language owners;
- b) the manifestation of linguistic consciousness in the associative-verbal network;
- c) grammatical structure and vocabulary of the language.

The most important feature of associative dictionaries is not only linguistic knowledge, but also extralinguistic information about all the things, events, happenings in the world around language - social life, culture, art, literature, any concepts of communication and interaction throughout life.

E.F. Tarasov, one of the main authors of educational associative dictionaries for students of different levels of education in Russian, emphasizes that effective, successful communication depends on a conversational environment based on mutual understanding of interlocutors and the role of associative dictionaries in creating such an environment.

D. Lutfullaeva, a scholar who conducted the first research in this direction in the Uzbek language, notes that associative dictionaries reflect specific aspects of folk culture that are not recorded in other linguistic dictionaries: "Associative dictionaries are dictionaries that allow entering the socio-historical memory of language owners. ... the lexical layer of a particular language in a given period serves to give the reader a holistic idea of its content. "Language is not just a descriptive 'illustrative material', but a source that gives an idea of language and man, language and society, language and psyche, language and culture, language and science, the relationship of technology, etc."

E.F. Tarasov, V.V. Dronov and E. Oshchepkova's "Associative Dictionary of the Russian Language" published in 2017, as a perfect example of modern complex educational dictionaries of both explanatory and associative nature fully reflects the common language, culture and spirituality. Designed for learners of Russian as a native language, as well as a foreign language, the dictionary contains 155 most frequently used stimulus words in Russian and about 2,000 responses to it. The dictionary consists of 15 thematic groups - "Man", "Family", "Appearance of man", "Surrounding objects and objects", "Nature", "Time", "Spiritual values", "Emotions and state", Relationships "; " Mental Ability "; " Flower "; " Quality "; " Characters "; " Action "; " Etiquette ".

Since the dictionary is both an annotated and an associative dictionary, each stimulus word is first interpreted, then given an associative field:

### GRANDMOTHER

N. (who?) female., pl. grandmothers.

I. The mother of a father or mother in relation to the children of her children, grandchildren: My grandmother. I have two grandmothers.

II. Elderly woman: Grandmothers are sitting on the bench. Grandma, let me help you. Granny, grandmum; grandma, grandmother (colloquial, affectionate).

Grandma, baba (vernacular): Baba Lyuba, help me!

**Grandpa**  
**old**  
**good**  
**beloved**  
**my**  
**dear**  
**old lady**  
**village**  
**grandson**  
**granddaughter**  
**said in two**  
**glasses**  
**to take**  
**pies**  
**Yaga**

Both dictionary articles served to create a linguistic environment for acquaintance with the language being studied and the culture of the people who spoke that language. For example, we observe an associative field consisting of the stimulus **BUVI**(grandmother) and the comments and responses given to it:

As observed in many nations, in Russian, the association (response) with the highest frequency of use of the stimulus **BUVI**(grandmother) corresponds to the lexemes of *grandfather* and the *elderly*:

**Grandpa**

*I live with my grandmother, I live with my grandfather ...* (I. Shaferan)

**old**

*My grandmother is not old at all.*

In particular, in the Uzbek people in the associative field of the stimulus-word **BUVI**(*grandmother*), the lexeme *bobo*(grandfather) and *keksa*(old), which is lexically and semantically related to it, occupies a higher place than the frequency of use of the old lexeme. Also, as the frequency of use decreases, among the associations of *grandfather*, *old*, *kind*, *beloved*, *born*, *old*, *village*, *grandson*, "yes or no", *glasses*, *knitting*, *pies*, *pancakes*, *Yaga* are distinguished by their national and cultural identity, persistent reactions are also present.

We base our opinion on the example of the expression of semantics of the way of life and culture of the representatives of this nation in the precedent unit "*grandma said*", which is among the response reactions.

Precedent units are one of the main objects of study of linguoculturology, introduced for the first time in linguistics by Y.N. Karaulov. O.E. Artemova calls precedent genre manifestations - precedent name, precedent sentence, precedent texts as "accumulators" of cultural information. They reflect the linguistic memory inherent in the linguists of a particular nation.

The phrase "*grandma said*" is a fixed unit that is stored in the linguistic memory of Russians with the meanings of "yes or no", "whether or not to be", in speech "as my grandmother said, it is doubtful", generally used in two different senses.

**V. CONCLUSION**

It is also observed that in the responses of **BUVI**(grandmother) stimuli, such as *weaving*, *piragis*, *bilins*, *baba Yaga*, there are national, cultural semantics related to the national mentality of the Russian people:

There is a stupa with Babay Yaga  
She walks, she walks. (A. Pushkin)

The dictionary also includes blue, brown (Russian character) associations with the highest frequency of use of the word **EYE** stimulus, **GRANDFATHER** stimulus word Mazay ("Grandfather Mazay", the hero of N.A. Nekrasov's poems), **UNCLE** stimulus word Styopa ("Uncle Styopa", the

hero of S. Mikhalkov's poems), Vanya ("Uncle Vanya", the hero of A.P. Chekhov's play) precedent names, **CHILDREN** the protagonist of the popular cartoon series "Leopard Cat", which is imprinted on the memory of children of this nation, belongs to the speech of a kind and intelligent cat Leopard "Guys, let's live in harmony together!". ("Guys, let's live in harmony together") caused by the phrase "let's live in harmony!" the precedent citation is an example of how the dictionary reflects the national and cultural aspects of the language.

Precedent units can be observed in any national culture, and their various manifestations can be found in associative educational dictionaries.

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