



Distinctive Features of Creating Grammatical Dictionaries

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Annotation: the article deals with the creation of mathematical educational dictionaries for the Educational corpus of the Uzbek language, in particular, the creation of educational explanatory dictionaries, as well as the creation of electronic corpus dictionaries that are used in the educational process, as well as in philological research, in scientific papers and when creating documents based on the classification of vocabulary categories.

Keywords: Academic building, national language building, computational linguistics, educational explanatory dictionaries, vocabulary dictionary, types of dictionaries, transcription, linguistic research, stationery, document creation.

Introduction.

In the middle of the 21st century, due to the development of computer technologies, a new phenomenon - corpus linguistics - appeared. Corpus linguistics deals with the practice of creating corpora, that is, electronic collections of texts in a single language (several hundred million to billions of segments), which help experts get examples of what they are studying in seconds.

Material and methods.

Doctor of Philological Sciences Vladimr Plungyan describes the use of the corporation as follows: “for example, I deal with the use of cases. What have linguists traditionally done? They opened the book, wrote different forms of work, filled out cards. It took a long time - many months and even years. The corpus has greatly reduced this part, and tens, hundreds of thousands of examples can now be collected in seconds, minutes. That is, this inefficient technical work of the linguist is greatly reduced by the corpus, because technology in general does it in other areas of our life”[2].

Grammatical dictionaries are dictionaries containing information about the morphological and syntactic properties of words. Grammatical dictionaries include words arranged in correct or reverse alphabetical order. The principles of selection and the amount of information about the word differ according to the purpose and destination of each grammar dictionary.

In Uzbek linguistics, a number of linguistic and educational dictionaries have been created for use in the educational corpus. In particular, the dictionary of word classification of the Uzbek language is a clear example of this. In the dictionary, Uzbek lexical units are described according to the classification of units that form two different basic classification series: 1) a series of words classified according to the denotative basis; 2) connotatively based gradation series. Below are some examples of the connotative classification of words. In the given examples, the strength-weakness, excess-lack, and strength of the expression sign were mainly used as a factor in creating the ranking series.

As mentioned above, the effectiveness of electronic grammar dictionaries is inextricably linked with the language corpus. Therefore, it is permissible to pay attention to the language corpus and its



types, possibilities and features. The first language corpus was developed in the 1960s at Brown University in the United States. Statisticians take texts, divide them into equal parts, and as a result, they get a small English corpus that is used for the practical tasks of scientists. At that time, other corpora appeared, but no one took them seriously, because since then they believed that they could not be useful. But over time, the capabilities of computers have grown, and at the same time, the size of the language corporation has grown. This is directly related to why linguists value corpora so much. The fact is that the quantity and quality of the material that can be obtained with the help of the work is not comparable to what can be obtained in the pre-corpus period. In many cases, linguists began to look at language in a different way: if earlier experts thought that ten examples were enough to understand how a certain word is used, then with the emergence of the corpus it became clear that ten thousand examples show a lot.

By the 21st century, corpora were available for many languages: English, Czech, Finnish, Japanese, French, Uzbek, and others. Modern corpora no longer contain hundreds of millions, but billions of segments, including a variety of texts: fiction, scientific, and journalistic texts.

Bilingual corpora have also played a very important role in the development of dictionaries. A bilingual or parallel corpus refers to the translation of the original text into other languages: individual parts of the original must correspond to the corresponding parts of the translation.

New projects based on collections of texts and their translations into different languages have begun to appear, including contextual dictionaries. The abundance of information in different languages and the emergence of bilingual corpora of parallel texts gave a strong impetus to the development of new types of dictionaries, including many examples of the use of words in different contexts.

With many examples of the use of words in one language in the form of complete sentences and their translations, we will focus on who needs a new type of dictionary and why. The fact is that learning a lot of words and grammar rules is not enough to master a foreign language - it is also necessary to be able to use these words and combine them competently. And here the corpus of parallel texts composed of sentences opens up great opportunities, because sentences taken directly from books, articles, subtitles very well reflect the context in which a certain word is used. If their translation is added to these sentences, it will help not only to remember how the word is translated, but also to understand how the translation is used, combined with other words.

The user has the opportunity to get such translation examples from online services - dictionaries or even advanced high-performance online translator programs. Today, many online dictionaries and online translators not only provide all translations for a word or phrase, but also offer "contexts" or examples of usage in the same language and their translations.

E. G. Rostova in his article entitled "Multimedia educational resources as a means of preserving language and culture" makes the following comments in this regard: the Latin phrase "use so as not to lose" is one of the universals known to the enlightened world. Like any universal, it applies to everything, in this case, everything that a person can use in order not to lose or lose himself. Perhaps the richness of the native language and culture will not be an exception. After all, not using these resources will also lead to their loss. It is bad if it happens to one of the representatives of the nation, which has never found what it lost, and it is bad if it happens to whole generations, then there is a risk to preserve the identity of the nation.

I would like to focus in detail on the Internet as a source of information and a technical tool for learning. The Internet has entered the lives of the young generation all over the world. This is a fact that you cannot argue with. It provides information needs of young people from preschool age, entertains, helps to solve everyday problems. Educational Internet resources are lagging behind.



This happens for obvious reasons. First, the textbook, the dictionary is written for a long time, usually several years; secondly, local Methodists still do not have experience in creating educational Internet resources, interactive and multimedia. In addition, there is almost no possibility of coordinated work within the framework of one team of author specialists of very distant fields - mathematical engineers and philologists. However, there are time requirements that educational tools must meet"[5].

To a certain extent, the solution of this problem can be observed in connection with the creation of national and educational corpora of the Uzbek language. Grammatical dictionaries play a major role in this. This is a very large publication that is recognized in professional circles and has become the basis, or rather the basis, of a new project, because, first of all, it has the opportunity to be improved even after its creation, the years of corrections to the language; secondly, no book can convey this information. Especially artistic, visual and audiovisual, it can be included in the textbook, which works as a network resource.

The creation of such a platform, which provides information about precedent facts of Uzbek culture and how they are reflected in the language to the consumer located anywhere in the world, requires strong cooperation not only with linguists and lexicographers, but also with programmers.

Body materials provide the following opportunities:

formation of social and cultural competence of students;

creating a product suitable for all types of training, including distance learning;

development of the theory and practice of creating educational Internet resources;

providing practical assistance to those who are preparing to take the exam for one of the certification levels.

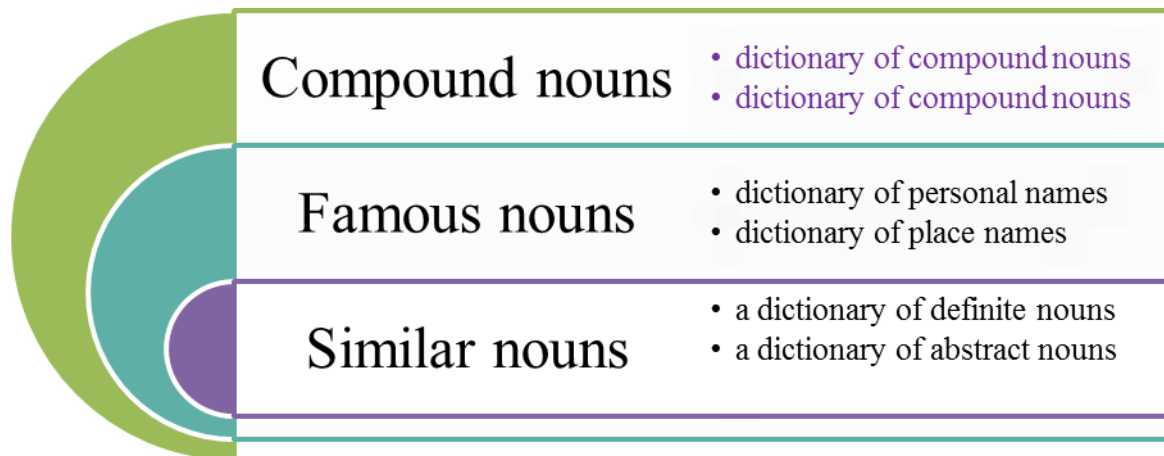
providing practical assistance to Uzbek diaspora families abroad in learning the national language.

Therefore, it is emphasized that grammar dictionaries will be useful for learners and teachers of the Uzbek language, as well as for creators of textbooks in the electronic environment. Of course, each of these hypothetical consumers of the product will find the information they need in the dictionary.

Those who start learning the Uzbek language will find in the dictionary information about some things, events or persons that are most famous and important for the Uzbek culture, and this importance is, of course, expressed in some popular phrases, names, and derivational models. We clarify that the dictionary is imagined to be of three levels in terms of the volume of information and the level of complexity of the language. In international practice, the authors of such dictionaries use the accepted system of language proficiency (from A1 to C2), but this is used for students whose Uzbek language is a foreign language or not their native language. For native speakers, the choice of level, on the other hand, is determined by age and interest in a particular word, meaning an object, event, or person.

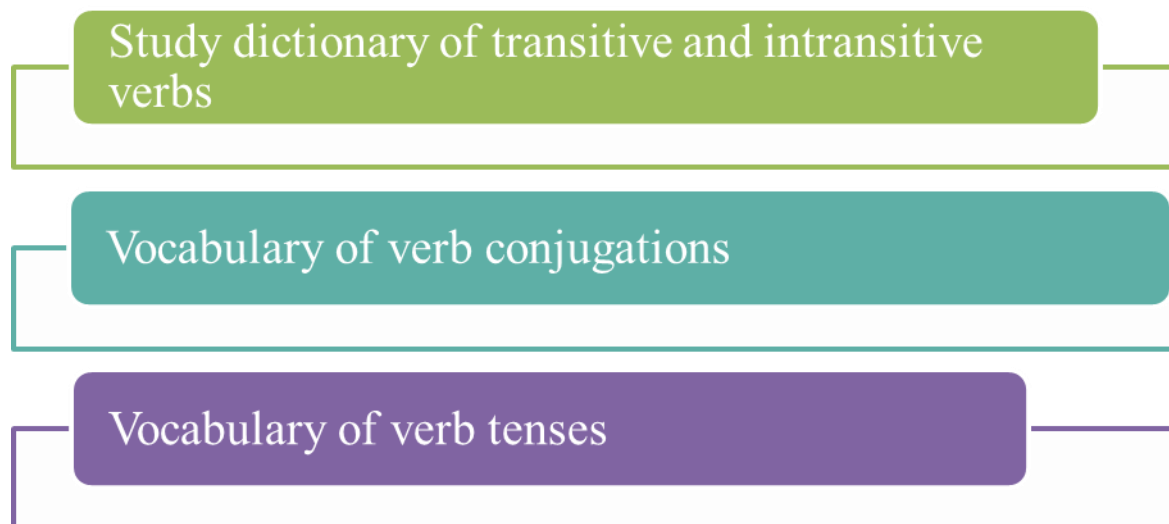
The Uzbek language belongs to the family of agglutinative languages, its morphological structure changes after the addition of a morphological form. Morphology is the foundation of the national corpus of the Uzbek language. In this sense, when creating grammatical vocabulary, morphology, in particular, noun and verb word groups, which are extremely important for communication, are covered. After all, these grammatical forms are the basis of both linguistic research and the development of speech competence.

As grammatical dictionaries related to the noun group, the following can be noted:



Nouns play an important role in speech and communication, and verbs play an equally important role. One of the unique features of the Uzbek language is that the possessive is often left unexpressed in the sentence, and the main burden falls on the clause expressed by the verb. In this sense, there is a great need for both researchers and students to have a grammatical vocabulary related to these two independent word groups.

In the composition of the grammatical vocabulary related to verbs, in particular, the grammatical vocabulary of transitive and intransitive verbs has a great place and importance. Also, problems with the use of verb tenses are often seen. Accordingly, it is possible to show the educational dictionaries of transitive and intransitive verbs, verb ratios of the Uzbek language among the current dictionaries:



Specific features of the lexical layer are also determined by words that have the color of novelty. Therefore, it is natural that new words in any language corpus require special attention. It should be noted that the collection and interpretation of the words that make up the novelty of the lexical composition of the Uzbek language in a special dictionary will contribute to increasing the level of effectiveness of both educational and research activities. Accordingly, we consider it appropriate to record new words and terms in the educational dictionary of new words as follows.

In conclusion, it can be said that grammatical dictionaries for the educational corpus of the Uzbek language, first of all, in the continuous education system, mainly in philological and linguistic studies, as well as in the process of writing and preparing documents, closely support learners,



researchers, field workers and specialists. These types of dictionaries can serve as convenient electronic content that can serve both the development of computational linguistics and corpus linguistics. In this regard, working based on the morphological level of the language when creating grammatical dictionaries, in particular, creating grammatical dictionaries by conditionally dividing words into word groups, can have a great effect in the educational system. In particular, it is extremely important to compile separate dictionaries of nouns and verbs - proper nouns, toponyms in accordance with the language corpus.

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