

TƏLİM-TƏRBIYƏNİN NƏZƏRİYYƏSİ

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ON THE METHODOLOGY FOR IMPROVING WORK WITH THE
DICTIONARY

Abdullayeva Samira Ali, Mammadova Gulriyya Garib
Azerbaijan State Agrarian University
akifnovruzov44@gmail.com

Abstract: *Vocabulary plays an important role in mastering a foreign language. The totality of words in any language makes up the vocabulary. Vocabulary as the leading component of verbal communication appears in speech in interaction with grammar and phonetics. With the help of vocabulary, you can convey all the wealth of thoughts and feelings of a person.*

Vocabulary must be assimilated in the system, which is associated with the properties of the human brain to memorize logically organized material, analyze, synthesize and generalize. From all of the above it follows the need for a strong assimilation of the dictionary, which involves the implementation of vocabulary work.

Key words: vocabulary, educational dictionaries, antonyms, synonyms, types of vocabulary

Açar sözlər: lüğət, tədris lüğətləri, antonimlər, sinonimlər, lüğət növləri

Ключевые слова: лексика, учебные словари, антонимы, синонимы, типы лексики

The study of vocabulary is an essential component of speech activity: listening and speaking, reading and writing. This determines its important place in every foreign language lesson, informing lexical skills is constantly in the teacher's field of vision.

The task of the teacher is not only to achieve full mastery of the program lexical minimum by schoolchildren, but also to make the process of learning vocabulary interesting, entertaining and productive.

The task of practical mastery of a foreign language requires the search for ways to improve both the methods of teaching speech skills and great attention to the organization of language material. When working on vocabulary, there are traditionally three main stages:

- 1) Acquaintance
- 2) Primary fastening
- 3) Development of the ability to use skills in various types of speech activity.

The first two stages are often combined into one - the presentation of vocabulary. The presentation stage plays an important role in teaching vocabulary. All subsequent work on vocabulary depends on the effectiveness and purposefulness of this stage. The task of the teacher is to choose the most effective way of presentation in accordance with the stage of learning and the level of knowledge of the students.

I consider visibility to be a very important principle in teaching foreign language vocabulary in elementary school. Visual perception is the initial and initial moment of human cognition and the basis of learning, because it provides an easy imprint of the phenomenon being studied, i.e. the formation of a clear, precise idea of an object or phenomenon. Visualization is the most important moment in the development of memory and human thinking.

The dictionary is divided into topics, the teacher can expand the composition of lexical units for each topic depending on the level of preparedness of the students, and the students themselves are happy to contribute to the formation of the dictionary throughout the entire process of teaching English in elementary school. Working with a dictionary develops students' creativity and increases motivation. Both adults and children can see the unusual in

the ordinary. Creativity is inherent in children by nature itself. They love to compose, invent, fantasize, portray.

Vocabulary must be assimilated in the system, which is associated with the properties of the human brain to memorize logically organized material, analyze, synthesize and generalize. From all of the above it follows the need for a strong assimilation of the dictionary, which involves the implementation of vocabulary work.

Working with educational dictionaries at English lessons in academic lyceums is aimed at enriching students' vocabulary. It ensures the richness of the schoolchildren's vocabulary in English as one of the signs of their general development. Therefore, it is very important to teach students of the academic lyceum how to use dictionaries to master the English language. Working with a dictionary develops in students the need for an independent and creative search for words necessary for speech activity, and significantly expands information about the lexical richness of the studied (English) language.

Working with a dictionary is the most individualized and independent type of learning activity for students. The purpose of this work is the systematic replenishment of the vocabulary of students. The task of every English teacher at an academic lyceum is to develop the need for students to constantly refer to dictionaries, both in class and when doing assignments on their own. Meanwhile, in the practice of an academic lyceum, dictionaries have not yet become an urgent need as an obligatory educational material. For example, out of 150 students of academic lyceums surveyed by us, only 30 people use educational dictionaries, i.e. 20%. Work with a dictionary should be aimed at systematizing the acquired vocabulary and its active use in oral and written speech.

The shortcomings of today's educational dictionaries are that they mainly provide direct translation and pay little attention to figurative meanings, polysemy, associativity of words and illustrations. Our experience has shown that in order to work effectively with a dictionary, it is necessary to:

1. Know the alphabet by heart by students.
2. Knowledge of students about the ways of word formation.
3. Students' knowledge of polysemy of words.
4. Understanding that synonyms do not always replace each other.
5. Knowing that words have different antonyms in different areas.
6. Knowing that difficult English words are not translated separately.
7. Knowledge that the volume of meanings of words in English and native language is not the same.
8. Knowing that conversion is one of the ways of word formation.
9. Knowing that English words are pronounced differently and spelled differently.

Therefore, the dictionary-program integrates the definitions of both the dictionary and the program. It prescribes the composition and volume of the vocabulary to be studied at this stage, reflects the sequence of the learning process, it orients students towards the achievement of the ultimate goal - the assimilation of vocabulary in the volume approved by the curriculum of the educational institution.

Types of dictionaries

Dictionary types play an important role when working with a dictionary. Educational lexicography appeared with the beginning of vocabulary and still exists and develops. There are two approaches to the development of educational lexicography.

The first one is the approach of V.G. Gack, who considered three periods: pre-dictionary, early vocabulary and advanced lexicography. The second is the approach of P.N. Denisov, who considered lexicography taking into account the history of culture, the social situation, the level of development of science, especially philosophy, philology and linguistics. Previously, the functions of dictionaries were different - educational, reference

and systematizing. The term "educational dictionary" in lexicography in 1926 was used by E.D. Polivanov.

Bilingual English-Azerbaijani and Azerbaijani-English dictionaries have their own history in Azerbaijan. After independence, the compilation of English- Azerbaijani and Azerbaijani-English educational dictionaries developed in Azerbaijan. The experience of lexicographers creating English- Azerbaijani and Azerbaijani-English educational dictionaries is enriched. The volume of published English- Azerbaijani and Azerbaijani-English educational dictionaries is increasing. The quality of these dictionaries is improving.

Bilingual English-Azerbaijani and Azerbaijani-English dictionaries perform an educational function. In these dictionaries, along with complexity, the semantization of words is of great importance.

The tasks of the educational dictionaries are to semantize the word so that students can get a complete picture of it and understand it by ear. Lexicographers distinguish between such types of educational dictionaries as:

Dictionary of antonyms - develops mental abilities to compare, find opposite signs in the phenomena of life around;

Dictionary of synonyms - contributes to the correct choice of words from the synonymic series, the assimilation of its meanings;

Phraseological dictionary - helps the active assimilation of English speech. Arranged alphabetically by first word;

Thematic dictionary - associated with the selection of words by topic. Supporting thematic vocabulary can acquire inter-dark words;

Dictionary of proverbs and sayings - acts as a means of learning culture. An interpretation is given of all the realities included in each unit of expressions, etc.

Dictionary-program: its structure and functions

The formation of a foreign language professional communicative competence implies the development of a student's foreign language knowledge, the skills that need to be mastered in order to use a foreign language as a means of communication, speech strategies necessary to achieve certain professional communicative goals, as well as certain linguistic, speech and socio-cultural characteristics and human qualities as a participant in the process of intercultural communication. In a certain sense, all components of foreign language professional communicative competence turn out to be dependent on the formation of language competence, the structural elements of which are directly related to the level of formation of lexical language competence. With the development of lexical competence, the question of the quantitative and qualitative composition of the studied vocabulary and the principles of its selection will certainly arise, because the formation of both productive (speaking and writing) and receptive skills (reading and listening) depends on it. At the same time, for a number of reasons, mastering the vocabulary presents the greatest difficulties for those who study a foreign language.

The dictionary-program as a means of forming students' vocabulary is based on a structural-functional approach and ensures the implementation of didactic functions inherent in teaching aids. It is this goal that determines the material and principles of compiling this dictionary.

In search of a definition of the concept of "dictionary-program", we turn to the concepts of its constituent words. First of all, the educational dictionary is a learning tool, the educational nature of which is manifested in the composition of the vocabulary, selection, placement, methods of presenting and interpreting linguistic information, the method of presenting the material, volume, etc. The main feature of the educational dictionary can be considered the minimization of all elements of the presented aspects of the language. As a rule, educational dictionaries are based on lexical minima.

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LÜĞƏT İLƏ İŞİN TƏKMİL EDİLMƏSİ METODOLOGİYASI HAQQINDA

Abdullayeva Samirə Əli qızı, Məmmədova Gülrüyyə Qərib qızı

Xülasə

Xarici dilə yiyələnməkdə lüğət mühüm rol oynayır. İstənilən dildə sözlərin məcmusu lüğəti təşkil edir. Söz ehtiyatı şifahi ünsiyyətin aparıcı komponenti kimi qrammatika və fonetika ilə qarşılıqlı əlaqədə nitqdə görünür. Söz ehtiyatının köməyi ilə bir insanın bütün düşüncə və hisslərini çatdırı bilərsiniz.

Məntiqi mütəşəkkil materialı yadda saxlamaq, təhlil etmək, sintez etmək və ümumiləşdirmək üçün insan beyninin xüsusiyyətləri ilə əlaqəli olan sistemdə lüğət mənimsənilməlidir. Yuxarıda göstərilənlərin hamısından lüğət işinin həyata keçirilməsini nəzərdə tutan lüğətin güclü assimilyasiyasına ehtiyac yaranır.

О МЕТОДИКЕ СОВЕРШЕНСТВОВАНИЯ РАБОТЫ СО СЛОВАРЕМ

Абдуллаева Самира Али кызы, Мамедова Гюльруйе гариб кызы

Резюме

Словарный запас играет важную роль в овладении иностранным языком. Совокупность слов любого языка составляет словарный запас. Лексика как ведущий компонент речевого общения проявляется в речи во взаимодействии с грамматикой и фонетикой. С помощью лексики можно передать все богатство мыслей и чувств человека.

Лексика должна усваиваться в системе, что связано со свойствами мозга человека запоминать логически организованный материал, анализировать, синтезировать и обобщать. Из всего вышеизложенного следует необходимость прочного усвоения словаря, что предполагает выполнение словарной работы.

Rəyçi: dos. Həsənova Aidə Musa qızı

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