

## CULTURAL ORIENTATION OF MODERN EDUCATIONAL LEXICOGRAPHY

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**Annotation:** *This article is about the issues in modern cultural lexicography. The goal of the study is to propose a new approach to creating dictionaries that considers the relationship between language and culture. This approach would take into account various parameters that are necessary when describing culturally-marked lexical units in bilingual educational dictionaries. The study aims to improve existing educational dictionaries, expanding their educational value and increasing the language competence of readers. The results of the research identify problems with culturally loaded lexical units and the characteristics of modern linguistic and cultural reference books.*

**Key words:** *Lexicography, dictionary, bilingual educational dictionaries, linguistic.*

**Аннотация:** *Данная статья посвящена проблемам в современной культурной лексикографии. Цель исследования заключается в предложении нового подхода к созданию словарей, который учитывает отношения между языком и культурой. Этот подход учитывает различные параметры, которые необходимы при описании культурно-знаковых лексических единиц в двуязычных образовательных словарях. Исследование направлено на улучшение существующих образовательных словарей, расширение их образовательной ценности и повышение языковой компетенции читателей. Результаты исследования выявляют проблемы, связанные с культурно нагруженными лексическими единицами и характеристиками современных языковых и культурных справочников.*

**Ключевые слова:** *лексикография, словарь, двуязычные учебные словари, лингвистический.*

**Annotatsiya:** *Ushbu maqola zamonaviy madaniy leksikografiya muammolariga bag'ishlangan. Tadqiqotning maqsadi - til va madaniyat o'rtasidagi munosabatni hisobga olgan holda lug'atlarni yaratishda yangi yondashuvni taklif qilishdir. Bu yondashuv ikki tilli ta'lim lug'atlarida madaniy-belgili leksik birliklarni tavsiflashda zarur bo'lgan turli parametrlarni hisobga oladi. Tadqiqot mavjud o'quv lug'atlarini takomillashtirish, ularning ma'rifiy ahamiyatini kengaytirish va o'quvchilarning til malakasini oshirishga qaratilgan. Tadqiqot natijalari madaniy yuklangan leksik birliklar bilan bog'liq muammolarni va zamonaviy til va madaniyat ma'lumotnomalarining xususiyatlarini ochib beradi.*

**Kalit so'zlar:** *Leksikografiya, lug'at, ikki tilli o'quv lug'atlar, lingvistik.*

### Introduction

Nowadays, dictionaries have become a complex source of information about language, words, and the world in general. The main problem in intercultural communication is understanding common language and sociocultural codes. Despite this, researchers believe

that dictionaries have significant potential in reflecting language and culture. The article focuses on the convergence of linguistic and encyclopedic dictionaries to create linguistic and cultural dictionaries. The authors aim to explore the cultural direction in lexicography, identify the problems of reflecting culturally loaded lexical units in linguistic dictionaries, and highlight the characteristics of modern linguistic and cultural reference books. The article provides practical value by presenting research results that can be useful in higher educational courses related to lexicology, lexicography, cultural studies, theory, and practice of intercultural communication, as well as the compilation of educational dictionaries. The authors use various research methods such as comparative and lexicographic analysis to explore culturological aspects of educational lexicography. The theoretical background includes modern theory of intercultural communication, linguistic and cultural theory of the word, and lexicographic representation. The study material focuses on culturally marked lexical units in educational lexicography based on ideas from M. S. Kolesnikova and O. M. Karpova. Overall, the article aims to contribute to the field of educational lexicography by presenting theoretical and practical insights.

Formation of a culturological direction in lexicography.

The beginning of the culturological direction in the English-language educational lexicography was laid by the compilers of the first glossaries, since the genre assumed the selection of elements from various types of culturally significant texts, although their authors did not attempt to assess the culturological component of the English language [4, c. 95]. The culturological direction remained the leading one throughout the history of vocabulary science. In the XVI-XVIII centuries, due to the increased interest in the history of the British national culture, new types of dictionaries appeared, in particular “A Dictionary of the English Language” by S. Johnson [9]. This reference book included quotations from the works of English writers such as J. Chaucer, W. Shakespeare, J. Milton and others, which was explained by the theory of literary authority put forward by the author, according to which quotations from the works of famous authors served as an illustration of the words’ meanings. O. M. Karpova notes that the importance of this dictionary for the development of English lexicography is especially great, since England of that period did not have its own Academy of Sciences, unlike, for example, France or Italy, in which dictionaries of national languages were created within the framework of this scientific institute [5]. Since the beginning of the XIX century, etymological, historical dictionaries, as well as reference books of Old English and Anglo-Saxon poetry, have been published in Great Britain, the very fact of their appearance testifying to the public interest in the history of the English language and culture of Great Britain [7]. The formation of a culturological direction in lexicography began with the development of cultural studies as a sphere of language pedagogy, the area of which is the semantic aspects of subjective and objective culture, sociocultural portraits of countries, norms of behavior, cultural identity and mentality of the studied peoples. The purpose of the culturological direction in lexicography is to describe these areas of knowledge in dictionary form for the purpose of teaching foreign languages [5]. Currently, the problems of cultural studies in lexicography are still relevant because there is a tendency of researchers to lexicographic presentation of accumulated linguistic and cultural knowledge and consolidation of results in the form of directories intended to be assistants in studying the culture of the

target language country. Today a new approach to the creation of dictionaries is being formed, which is focused on the increasingly relevant relationship between language and culture. The dictionary in this case acts as one of the country-specific information record systems. O. M. Karpova concludes that in the framework of modern lexicography, dictionaries that combine the characteristics of different types of reference editions have already been developed and published, since modern lexicography is focused on a new generation of users demanding information about the world in all its diversity. At the same time, many dictionaries, acquiring an educational orientation, turn into textbooks on linguistic and regional studies to some extent. A similar thought is expressed by L. A. Devel in relation to bilingual lexicographic works: a modern bilingual dictionary is the main textbook of a foreign language and a cultural encyclopedia in the broadest sense of the word [2]. The regional cultural component of the word, which makes it a reality and the focus of peoples' knowledge about the surrounding reality, can be changed in different periods of history under the influence of such extralinguistic factors as legal and social attitudes, customs and others. At the same time, the internal form of the word also changes, an essential part of which is the regional cultural component as a reflection of extralinguistic factors in the language and thinking. At the same time, the development of both material and spiritual culture is reflected in the language and the word [1, c. 6; 3, c. 20-21; 7, c. 183].

Dictionaries are lexicons that provide descriptions of words or expressions that are culturally specific or context-sensitive. These dictionaries are designed to help users understand the meaning and usage of words and expressions in specific cultural or social contexts. Paraphrase dictionaries are used to assist language learners, academics, translators, and professionals in various fields to comprehend and communicate cultural concepts more accurately. The question of cultural information corpus saturation is also pertinent to the practical limitations on the amount of cultural information that can be included in a dictionary. Cultural information is vast and constantly evolving, and it is challenging to capture and document all the aspects of cultural knowledge in a dictionary. Thus, lexicographers face challenges in determining which cultural information to include in their dictionaries and how to present it in a meaningful and concise way. Cultural information corpus saturation is a significant consideration in dictionary-making, and it requires balancing the need for comprehensive coverage of cultural knowledge with practical limitations. Dictionaries are one way to address this issue, providing descriptions that capture the complexities of cultural and social concepts while remaining concise and accessible.

M. S. Kolesnikova defines the main task of the actual culture study direction as the description of culturological polyphony in a special lexicographic form in order to overcome possible sociocultural barriers, since through the cultural component of the vocabulary of a certain language, the intercultural space of society is modeled in a special way, which, in turn, affects the development of a multicultural personality [6].

Dictionary is a type of work that focuses on describing the cultural meanings of linguistic units in order to understand the relationship between language and culture. These dictionaries provide information that can be used to help solve educational and didactic problems. They differ from traditional philological descriptions of words by incorporating elements of ethnolinguistic knowledge and cultural commentary from different national perspectives. The

emergence of intercultural communication theory has allowed this genre to not only present culturally oriented material, but also to address the parameters of intercultural interaction related to communication participants' behavior and actions.

Problems of culturally loaded lexical units reflection in the linguistic dictionary The issue of the relationship and interaction of lexicography and culture is multifaceted and is currently becoming one of the most urgent. Considering the issues of reflection in the linguistic dictionary of lexical units that carry a cultural load, four groups of problems can be identified: 1. The problem of cultural components to be included in the dictionary. A modern dictionary should help the reader to understand the culture and value orientations of this or that society at the level necessary and sufficient for mutual understanding within intercultural communication. O. M. Karpova highlights the following minimum of facts to be included in the dictionary: non-equivalent vocabulary, the main connotative meanings of lexical units, associative and stylistic features of headwords, the most important socio-cultural characteristics of the word [5].

2. Parameters for describing culturally marked lexical units. Clear parameters for describing culturally marked units have not been determined yet, and there is a need to create a system of special labels that are developed and registered in the list of additional semantic and functional characteristics of the word (stylistic labels, markers of compatibility, etymological information), as well as a need to include verbal illustrations reflecting the functioning of the unit in speech in the dictionary entry.

3. The problem of interlanguage correspondences (selection of correct equivalents). Despite the fact that a number of methods for conveying the meaning of culturally marked units (translation, approximate equivalent, interpretation, etc.) have been developed in lexicography, there is still no universal approach in this area.

4. The problem of proper names. The issue of cultural marking of proper names arises most acutely during translation or in the course of intercultural communication, since the described lexical units are not subject to direct translation and can be attributed to non-equivalent forms. Thus, the content of a proper name can be revealed only through an extralinguistic interpretation. Particular difficulty in this group of vocabulary is the sphere of intertextual proper names [3; c. 33; 8, c. 168].

The importance of culturological problems in lexicography lies in the fact that dictionaries play a crucial role in developing the culture of the target language country, address intercultural communication problems, and ensure that the communicants' linguistic and sociocultural codes are similar. Cultural lexicography presents four main issues in reflecting culturally influenced lexical units in the linguistic dictionary, such as determining cultural components to include, the parameters needed to describe cultural markers, choosing appropriate equivalents, and properly identifying names. These problems are still in the early stages of research.

### **Conclusion**

In analyzing various cultural aspects of educational lexicography, we have arrived at several key findings. Firstly, the importance of cultural considerations is increasingly relevant in lexicography, as dictionaries serve as a tool for studying the target language culture and aid in overcoming intercultural communication barriers. Dictionary compilers must, therefore,

prioritize describing the cultural context of linguistic units and possess this knowledge for educational and didactic purposes. Secondly, in modern cultural lexicography, there are four main issues related to representing culturally significant lexical units: deciding which cultural components to include in the dictionary, determining the parameters for describing culturally marked lexical units, selecting accurate equivalents, and properly naming entities.

All this is due to the fact that research in this direction is still in its early stages. 3) Among the main features of contemporary language and culture reference books, the following points are emphasized: Addressing dictionaries. Lexicographic format. A composite of semantic and functional parameters. Description of the theme. With or without visual illustrations. Inclusion/non-inclusion of personal names, etc. To describe a culturally marked lexical unit within the framework of a lexicon of language and culture, the following parameters must be distinguished as relevant, in addition to those meeting the overall requirements of the educational lexicon genre. Linguistic and cultural parameters. practical parameters. image parameters. Language history parameter. Etymological parameters, etc. Thus, in the mid-70s and early 80s of the twentieth century, a new direction of linguistic and cultural lexicography emerged within the framework of Russian language education lexicography, and its emergence was driven by the need to teach Russian to foreigners. Lexicographers have proposed a number of principles for the most complete description in the dictionary of all properties of non-equivalent and background vocabulary, which have been relevant. Despite the undoubted achievements of linguistic and regional studies, in the late 80s - early 90s of the last century it was criticized, the essence of which was mainly reduced to the excessive ideology of the information given in the dictionaries. In the same period, two new directions were formed, focused on the description of language and culture - ethnopsycholinguistics and cultural linguistics; however, the principles developed by these branches of knowledge have not found such wide application in educational lexicography as the principles of linguistic and cultural studies. The cultural lexicographical issues and main directions identified in this article allow us to conclude that cultural lexicographical issues in educational dictionaries are still relevant in the contemporary context. At the same time, the advantages of lexicography pointed out in this work indicate important reserves of cultural lexicography in this direction. Further research perspectives in this area of science are presented in culturally-influenced unit studies.

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