

# THE ROLE OF BILINGUAL DICTIONARIES IN TEACHING ENGLISH AT DIFFERENT EDUCATIONAL ESTABLISHMENTS

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**Abstract:** *in this article compiling principles of English-Uzbek and Uzbek-English dictionaries were critically investigated and practical recommendations were given for improving their role in teaching English at school, lyceum, college and higher education system.*

**Keywords:** *lexicography, encourage, synonym, stress, principles, critically, recommendations, work out, whole system, scientific.*

Dictionary is the treasure trove of information, culture, science and art of a certain group of people. It is the gift of great difficulties to progress the worldview of people. Lexicography can be compared with trying to dig a well with a needle. That's why every lexicographic work is the gem that is worthy of respect and admiration. During the lesson dictionary helps to improve students' (learners') vocabulary and increase efficiency of lesson. Because its primary purpose is to help to choose the necessary word in expressing a certain opinion.

Vocabulary units are the main component of dictionary that's why they can be considered the main construction of language [1. 55-88]. That's why students (learners) especially prefer taking dictionaries before going abroad [2. 32]. According to Eeds and Cockrum while there exists a wide variety of ways to deal with vocabulary, the use of dictionary as the conventional method of instruction, in both first and second language learning, has been triggered [3. 76].

Dictionaries often supply information about the language not found elsewhere. They often supply information about grammar, usage, synonym discrimination, application of derivative affixes, and distinctions between spoken and written language not generally treated in textbooks. Consulting a dictionary during an independent reading helps readers to find the meaning of the difficult vocabulary, ascertain the meaning of the unfamiliar word based on contextual information and provide further exposure for the word in other contexts, with different collocates and constructions, by making the student think about the words in relation both to the passage being read and the dictionary. In regard to the use of dictionary in second language learning, there are a number of studies reported in literature.

For instance, Luppescu and Day conducted a study, which focused on the contribution to vocabulary learning of the use of bilingual dictionaries during reading by 293 Japanese university students studying EFL. The results of the study showed that the students who used a dictionary scored higher on vocabulary tests than those who did not. In Knight's investigation which blocked the students on the basis of their level of language proficiency, similar results were obtained. Students who used a bilingual dictionary scored higher on all the vocabulary tests administered than those who did not [4. 87]. Current article is hoped to make a major contribution to consult language learners (and teachers) about the issue of learning vocabulary units. Generally speaking, dictionaries serve as an important means of checking assumptions and cause to improve learning vocabulary units.

The task of finding the meaning of a word in a dictionary is a complex process. This process may entail looking for a suitable headword, comprehending the entry, locating the appropriate part of the definition, connecting the right sense to the context, and putting the word within the context. To prepare students to learn how to use dictionaries, syllabus designers should provide exercises, which demand the learners think about and use the word meanings learned from the dictionary. Thompson provides some useful suggestions on how learners use dictionaries by setting up the following specification: the dictionary should aim in one direction, easy to get in, easy to understand, give full information about the foreign language headwords, encourage the learner to refer to it, and at last avoid reinforcing the belief in a one-to-one relationship at word level between two languages [5. 86].

Asking English learners to make use of dictionaries is very necessary. It depends on what kinds of learners they are, too. If learners are not native speakers of English, they can be guided step by step to use bilingual at the beginning level. If they know the right way of using dictionary, it can be the best teacher for English learners.

One of the first things which should be done with students (learners) is to teach them how to use a dictionary and begin by teaching them the phonetic symbols and how to identify where the stress on the word is and so on. Majority of teachers usually do this because they believe that one of the most challenging aspects of learning a language is having a good pronunciation in order to avoid misunderstandings. In addition when you teach them to interpret all the symbols in a dictionary this will help them to learn new words and to broaden their vocabulary and build their confidence.

In the class dictionary is extremely useful tool. We encourage our students to look up the meanings of the words they find difficult and insist on them using those words in their writing. It helps them to better themselves and also leads to an interest in the language. Pronunciations can also be corrected with the use of dictionaries. Using a dictionary should only be in the last resort with our students. We give them a variety of words to help them understand (synonyms) but if they are blocked and can not move past a word, we will use a dictionary. For each professional teacher his (her) pupils' (learners') guess the unknown words meanings is preferable. When they ask: What does it mean? Teacher makes some guide questions and they are normally able to find out it. But when they can not, as a last resource, teacher gives them a dictionary for looking up the meanings. We should constantly stimulate our students (learners) to make use of them when doing their homework or when reading magazines or work related materials in order to improve vocabulary.

The following activities are useful in our classroom:

- 1) Give them a list of spelling of familiar words where they have to find out whether it is right or wrong.
- 2) Divide the group in two and have a competition in locating words in alphabetical order from the given list.
- 3) Work on homonyms and homophones to form contextual understanding for the text read in class.
- 4) Mark spelling mistakes from each other's drafts of writing and suggest the correct spelling.

In conclusion, if compiled dictionaries are fit for national educational system in learning foreign languages, clear to learners, based on necessary needs, taken user's preference, which improving knowledge of the culture of various countries, into consideration, even time can not be cause to place a low value on such a good dictionary.

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