

**TERMIZ DAVLAT UNIVERSITETI HUZURIDAGI
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RAQAMLI ILMIY KENGASH**

QARSHI DAVLAT UNIVERSITETI

NASHIROVA SHAXNOZA BURIYEVNA

**IKKI TILLI O'QUV LUG'ATLARDA KO'P MA'NOLI SO'ZLARNING
LEKSIKOGRAFIK TALQINI**
(inglizcha-o'zbekcha va o'zbekcha-inglizcha ikki tilli o'quv lug'atlari misolida)

10.00.06. – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va
tarjimashunoslik

**Filologiya fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

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филологическим наукам**

**Contents of dissertation abstract of Doctor of Philosophy (PhD) on
philological sciences**

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Ilmiy rahbar:

Baxriddinova Bashorat Madiyevna
filologiya fanlari doktori, professor

Rasmiy opponentlar:

Mamatov Abdi Eshonqulovich,
filologiya fanlari doktori, professor

Islomov Ikrom Xushboqovich,
filologiya fanlari doktori

Yetakchi tashkilot:


Samarqand davlat universiteti

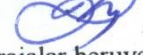
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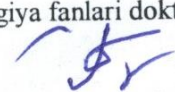
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(2023-yil «25» may dagi 32 - raqamli reestr bayonnomasi)




B. Umurqulov
Ilmiy darajalar beruvchi ilmiy kengash raisi,
filologiya fanlari doktori, (DSc), professor.


A. Eshmo'minov
Ilmiy darajalar beruvchi ilmiy kengash
kotibi, filologiya fanlari doktori, dotsent


P. Bakirov
Ilmiy darajalar beruvchi ilmiy kengash
qoshidagi ilmiy seminar raisi,
filologiya fanlari doktori (DSc), professor

KIRISH (Falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligining joriy bosqichida tilni o'z sohibi, uning milliy mentaliteti, madaniyati bilan bog'liqlikda o'rganishga e'tibor oshdi. Ko'p ma'noli so'zlar har bir til lug'at qatlamining mag'zini tashkil etadi va shu sababli, ularning aksariyati, odatda, muayyan tilni o'rganuvchilar uchun tuzilgan minimal majburiy so'zliklar – leksik minimumlar, darslik va unga yordamchi axborot manbalaridan joy oladi. Genetik asoslari turlicha bo'lgan tillarga xos polisemantik so'zlarning ifoda imkoniyatlarini boshqa tilda to'la ochib berishda ikki tilli o'quv lug'atlari, xususan, ushbu lug'atlarda ma'lumotlarni taqdim qilish shakli, nutqiy hosila ma'nolarni talqin qilish usullari muhim rol o'ynaydi.

Dunyo tilshunosligida til leksik birliklarining lisoniy imkoniyatlarining nutqiy voqelanishi, xususan, bir tilli, ko'p tilli lug'atlarda lingvistik talqinini berish, boy semantik xususiyati, ifoda imkoniyatini to'la ochib berishda sinxron aspektda ham nazariy, ham amaliy jihatdan tizimli yondashishga qaratilgan tadqiqotlar amalga oshirilmoqda. Ingliz tilining xalqaro maydondagi rad etib bo'lmaz maqomi, kompyuter asrida sun'iy intellektning asosiy muloqot vositasiga aylanishi va muhimi, dunyo xalqlarining iqtisodiy, siyosiy, madaniy hayotning turli sohalarida birlashishiga xizmat qilayotgani uni tez va samarali o'rgatish vositalariga bo'lgan talabni yanada oshirmoqda. Bunday vaziyatda ingliz tilidagi ko'p ma'noli so'zlarning ma'no qirralarini tushunish va o'zbek tilidagi ko'p ma'noli so'zlarning turli nutqiy qurshovlarda voqelanadigan hosila ma'nolarini tushuntirish bilan bog'liq muammolarni aniqlash, uning lingvodidaktik ta'minotini ishlab chiqish, inglizcha-o'zbekcha, o'zbekcha-inglizcha o'quv lug'atlarida kontekstual ma'nolarni leksikografik talqin qilish yo'llarini aniqlash hamon dolzarbligicha qolmoqda.

Mamlakatimizda so'nggi yillarda davlat tilini rivojlantirish, tilga doir siyosatni takomillashtirish borasida katta ishlar amalga oshirildi. Shu bilan birga xorijiy mamlakatlar bilan munosabatlarni mustahkamlash, o'zgalar tilini o'rganish asosida ona tilimizning xalqaro miqyosdagi o'rni va nufuzini yuksaltirish, dunyoning taraqqiy etgan boshqa tillari bilan aloqasini rivojlantirish, xorijda istiqomat qilayotgan vatandoshlarimiz, qolaversa, o'zbek tilini o'rganish istagida bo'lgan xorijliklarga ona tilimizni zamonaviy pedagogik va axborot-kommunikativ texnologiyalardan foydalangan holda oson va tez o'rgatishga yordam beradigan ta'lim vositalarini yaratish uchun ham xorijiy tillarni o'rganish ijtimoiy zaruratga aylandi. Davlat tilini rivojlantirishning ustuvor yo'nalishlaridan biri "davlat tilining xalqaro miqyosdagi o'rni va nufuzini oshirish, bu borada xorijiy hamkorlik aloqalarini rivojlantirish"¹ deb belgilandi. Sohada olib borilgan keng ko'lamli ishlar oldimizga uzluksiz ta'limning barcha bo'g'inlari uchun mo'ljallangan zamonaviy til o'rgatish vositalari – o'quv lug'atlar, axborot banklari, leksik, grammatik minimumlarni yaratishdek kechiktirib bo'lmaydigan vazifalarni qo'yimoqda. O'zbek va ingliz tillaridagi leksik-semantik munosabatlarning o'ziga xos jihatlarini inglizcha-

¹ Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida. O'zbekiston Respublikasi Prezidentining 20.10.2020-yildagi PF-6084-sonli farmoni // <https://lex.uz/docs/5058351>

o'zbekcha va o'zbekcha-inglizcha ikki tilli o'quv lug'atlarda leksikografik talqin qilish tamoyillarini aniqlashga qaratilgani tadqiqotning dolzarbligini belgilaydi. O'zbekiston Respublikasi Prezidentining 2022-yil 20-dekabrdagi Oliy Majlis va O'zbekiston xalqiga murojaatnomasi, 2022-yil 28-yanvardagi PF-60-son "2022-2026-yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida", 2020-yil 20-oktabrdagi PF-6084-sonli "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"gi, 2019-yil 21-oktabrdagi PF-5850-son "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora-tadbirlari to'g'risida"gi farmonlari; 2021-yil 19-maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi PQ-5117-sonli qarori; O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 19-yanvardagi "Xorijiy tillarni o'rganishni takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 34-son, 2021-yil 19-maydagi "Xorijiy tillarni o'rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to'g'risida"gi 312-son qarorlari hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlar ushbu dissertatsiya ishida belgilangan vazifalarni amalga oshirishda muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalari rivojlanishining "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. O'quv lug'atlarining til o'qitish samaradorligini oshirishdagi roli jahon tilshunosligida o'tgan asrning o'rtalariga kelib ularning tadqiqiga e'tiborning oshishiga sabab bo'ldi. Garchi lug'atchilikning eng qadimiy janri bo'lsa-da, o'quv lug'atlari XX asr o'rtalariga qadar ham umumiy lug'atchilik tarkibida o'rganilib kelindi. O'quv leksikografiyasi nazariyasining shakllanishida V.G.Gak, P.N.Denisov, V.V.Morkovkin, L.A.Novikov² kabilarning xizmati katta bo'lgan bo'lsa, ikki tilli o'quv lug'atlarining lingvodidaktik, lingvometodik jihatdan o'rganilishi S.Grenjer, M.Pakua, L.Kernerman, B.Atkins, L.Zgusta, M.Snel-Hornbi, R.S.Harel, M.A.Skopina, L.G.Sayaxova, T.V.Jerebilo, L.K.Mullagaliyevalarning³ tadqiqotlaridan boshlanadi. Shu bilan birga nazariy leksikografiyada V.S.Plexov, L.I.Djalalova, A.G.Karuns, V.N.Gorbenko,

² Гак В.Г. Общие вопросы учебной лексикографии. Русский язык, Москва 1977.; Гак В.Г. Учебный словарь – краткая энциклопедия языка // Русский язык за рубежом Москва, 1971, – С. 39-42.; Денисов П.Н. Основные проблемы теории лексикографии: Автореф. дис. докт. филол. наук. АН СССР, Ин-т рус. яз., Москва, 1976, - С. 43.; Морковкин В.В. Основы теории учебной лексикографии: Дисс. докт. филол. наук. (в форме научного доклада): Институт русского языка им. А.С.Пушкина, Москва, 1990, – С. 72.; Новиков Л.А. Учебная лексикография и её задачи // Вопросы учебной лексикографии / Под. ред. П. Н. Денисова и Л. А. Новикова. Изд-во Моск. ун-та, Москва, 1969. –С. 3-15.

³ Скопина М.А. Проблема отбора лексического материала в учебной лексикографии: Автореф. дис. канд. филол. наук. Москва, 1975, – С. 21.

Z.V.Tapova, V.L.Kozlovalarning⁴ ikki tilli lugʻatlarda koʻp maʼnoli soʻzlarning lingvistik talqiniga bagʻishlangan ishlari yuzaga keldi.

Oʻzbek tilshunosligida oʻquv lugʻatlari ilk marta oʻtgan asrning ikkinchi yarmidan leksikografiyaning obyekti sifatida maxsus oʻrganila boshlaydi. Ammo sobiq shoʻro davrida bu yoʻnalishdagi dastlabki tadqiqotlar davr talabiga koʻra milliy maktablarda rus tilini oʻqitish maqsadida tuzilgan ruscha-oʻzbekcha, oʻzbekcha-ruscha ikki tilli lugʻatlar ustida olib boriladi. Xususan, K.A.Sharofiddinova, S.F.Akobirov, M.X.Toʻxtaxoʻjayeva, M.S.Soliyev, M.M.Abduraximov, B.T.Hayitov, T.A.Bushuy, U.Sh.Tursunova, G.A.Kallibekovalarning⁵ tadqiqotlari rus tili negizida yaratilgan ikki tilli oʻquv lugʻatlarni tuzish prinsiplari, ikki tilli oʻquv lugʻatlarda soʻz maʼnosini ochish yoʻllari, ikki tilli oʻquv lugʻatlarda terminlarning leksikografik talqini, ikki tilli lugʻatlar leksikografiyasi muammolari, ikki tilli lugʻatlarda frazeologik birliklar va aforizmlar talqini, koʻp maʼnoli soʻzlarning ikki tilli lugʻatlarda berishning lingvodidaktik asoslarini yoritishga bagʻishlanadi.

Hatto istiqlol yillarida bu sohada bajarilgan ishlar, xususan, I.A.Siddiqovanning sifat sinonimlarning oʻquv lugʻatlarda berilishiga bagʻishlangan nomzodlik ishi⁶, G.I.Boboyevaning ikki tilli lugʻatlarda leksik birliklarni semantizatsiyalashning lingvistik asoslariga bagʻishlangan tadqiqotlari⁷ uchun ham, asosan, ruscha-oʻzbekcha ikki tilli lugʻatlar obyekt boʻlib xizmat qiladi.

Soʻnggi yillarda, xususan, B.Bahriddinovaning “Oʻzbekistonda oʻquv lugʻatchiligi: lingvistik asoslari, tarixi va istiqbollari” mavzusidagi doktorlik ishidan

⁴ Плехов В.С. К словарному толкованию многозначного слова. - В кн.: Вопросы теории и методики преподавания ин. яз. Гос. пед. ин-т. Вып.5. Красноярск, 1973,- С. 60-64.; Джалалова Л.И. Семантизация многозначных слов в национальной (узбекской) школе. В сб.: Методы и формы обучения русскому языку в национальной аудитории. Вильнюс, 1977, - С. 48-50.; Карунц А.Г. Полисемия и управление глаголов в толковых словарях русского языка (на материале глаголов звучания). В кн.: Вопросы русского языка, литературы и методики преподавания. Сборник научных трудов, т.255. Ташкент, 1978, - С. 21-30.; Горбенко В.Н. К изучению и словарному представлению полисемии русского глагола: Автореф. канд. дисс. Ташкент, 1979, - С.21.; Козлова В.Л. Поиски путей описания семантической структуры многозначного слова. Уч. зап. Пермского ун-та им. А.М.Горького, №268, 1972, - С. 87-100.; Тапова З.В. Лингводидактические проблемы обучения полисемичной лексике русского языка учащихся начальной национальной (Кабардинской) школы: Автореф. дисс. канд. пед. наук. Майкоп, 2006, - С.27.

⁵ Шарафутдинова К.А. Раскрытие значения слова в двуязычном словаре. Ташкент, 1968, - С. 84.; Акабиров С.Ф. Лексикографическая разработка терминологии в двуязычных словарях (на материале русско-узбекского и узбекско-русского словарей): Дисс. канд. филол. наук. Ташкент, 1969, - С. 317.; Тохтаходжаева М.Х. Двуязычные учебные словари и принципы их составления. - Ташкент, 1981, - С.183.; Салиев М.С. Сопоставительные исследования как основа двуязычной лексикографии \ Республиканская научная конференция «Вопросы сравнительной типологии». Ташкент, 1981. Абдурахимов М.М. Узбекская языковая афористика как объект системы учебных двуязычных словарей (на материале узбекского и русского языков): Автореф. дисс. канд. филол. наук. - Ташкент, 1982, - С. 17.; Хайитов Б.Т. Фразеологические единицы русского языка в двуязычном словаре (нормативно-стилистический аспект): Автореф. дисс. канд. филол. наук - М., 1987, - С. 26.; Бушуй Т.А. Фразеология русского языка в двуязычном словаре: дисс. канд. филол. наук. Самарканд, 1989, - С.250.; Турсунова У.Ш. Лингводидактические основы описания многозначных слов в двуязычном учебном словаре (на материале полисемичных глаголов): Автореф. дисс. канд. филол. наук. Москва, 1985, - С.17.; Каллибекова Г. А. Проблемы учебной лексикографии: Автореф. дисс. канд. филол. наук. Нукус, 1992, - С.48.

⁶ Сиддикова И.А. Семантизация прилагательных в учебном узбекско-русском синонимическом словаре: Автореферат дисс. канд. филол. наук. Ташкент, 1995, - С.21.

⁷ Бобоева Г.И. Лингвистические принципы семантизации лексических единиц в двуязычном учебном словаре: Дисс. канд. филол. наук. Душанбе, 2007, - С.177.

so'ng o'quv lug'atchiligi o'zbek tilshunosligida yangi bosqichga ko'tarildi⁸. O'quv lug'atlari Z.Rahmatova, Z.Rajabova, G.Mirxanova, Sh.Nabiyevalarning⁹ ishlarining bevosita, B.Doniyorov, S.Normamatov, L.Ne'matova, A.Eshmo'minov, O'.Xoliyorov, O.Shukurovlarning¹⁰ ishlarining bilvosita obyektiga aylandi.

Tadqiqot mavzusining dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya Qarshi davlat universitetining ilmiy-tadqiqot ishlari rejasi tarkibiga kiruvchi "O'zbek tilshunosligining nazariy va amaliy masalalari" mavzusida olib borilayotgan tadqiqotlar doirasida bajarilgan.

Tadqiqotning maqsadi inglizcha-o'zbekcha va o'zbekcha-inglizcha o'quv lug'atlarida ko'p ma'noli so'zlarni leksikografik talqin qilishning zamonaviy usullari va lingvodidaktik tamoyillarini aniqlashdan iborat.

Tadqiqotning vazifalari quyidagilardan iborat:

Ikki tilli o'quv lug'atlarida ko'p ma'noli so'z ma'nolarining leksikografik talqini bilan bog'liq muammolarni yoritish;

Inglizcha-o'zbekcha, o'zbekcha-inglizcha lug'atlarning arxitektonik jihatdan makro-, mikro-, multi-, medio qurilmalarning o'zaro iyerarxik munosabatiga asoslangan megatizim ekanini asoslash;

Inglizcha-o'zbekcha va o'zbekcha-inglizcha korpusga asoslangan ikki tilli lug'atlar uchun ko'p ma'noli so'zlarni tanlash mezonlari va nutqiy hosila ma'nolarni semantizatsiyalash bosqichlarini aniqlash;

Inglizcha-o'zbekcha va o'zbekcha-inglizcha o'quv lug'atida ko'p ma'noli so'zlarning nutqiy hosila ma'nolarini farqlashning lingvistik va didaktik asoslarini ishlab chiqish;

Ikki tilli o'quv lug'atlarda nutqiy hosila ma'nolarni farqlash, tarjima-izohning haqqoniyligi va tilda mavjudligini tasdiqlash, semantik, sintaktik valentligini oydinlashtirishda illyustrativ havolaning rolini ochib berish;

O'zbek tilini o'rganilayotgan til sifatida talqin qilishga asoslangan o'zbekcha-inglizcha lug'atlarning mazmuni (kontent) va saviyasini oshirish, jahon o'quv

⁸ Бахриддинова Б.М. Ўзбекистонда ўқув луғатчилиги: лингвистик асослари, тарихи ва истикболлари: Филол.фан. доктори (DSc) дисс. Самарқанд, 2020, – Б. 252.

⁹ Раҳматова З.Х. Мактабгача ёшдаги болалар нутқини ўстиришнинг лингвистик асослари. Филол. фанлари бўйича фалсафа доктори (PhD). дисс. Қарши, 2021, – Б.141.; Ражабова З.И. Ўзбек ўқув фразеографиясининг лингвистик аспекти: Филол. фанлари бўйича фалсафа доктори (PhD). дисс. Қарши, 2022, – Б.145.; Mirxanova G.R. Sinonim so'zlar o'quv lug'atining umumiy tuzilishi // "Yosh tadqiqotchi" ilmiy elektron jurnali, Vol. 1 No. 2 (2022), –V.173-178.; Nabiyeva Sh.I. Ortologik o'quv lug'atlar taraqqiyoti va muammolar // Til va adabiyot ta'limi. 5-son. Toshkent, 2022, – B. 38-41.

¹⁰ Нормаматов С.Э. Ўзбек луғатчилигининг шаклланиши ва ривожланишида жадид маърифатпарварларининг ўрни. Филол. фан. доктори (DSc) дисс. Тошкент, 2019, – Б. 250.; Дониёров Б.Х. Ўзбек тили лексик синонимларининг лисоний ва нуткий муносабати: Филол.фан. доктори (DSc) дисс. автор. Самарқанд, 2020, – Б.69.; Неъматова Л.Х. Мустақиллик даври ўзбек луғатчилигида тил ва маданият муштараклиги муаммоси: Филол.фан. доктори (DSc) дисс. Бухоро, 2021, – Б.252.; Эшмўминов А. Ўзбек тили миллий корпусининг синоним сўзлар базаси. Филол. фан. бўйича фалсафа доктори (PhD) дисс. Қарши, 2019, – Б.131.; Холиёров Ў.М. Ўзбек тили таълимий корпусини тузишнинг лингвистик асослари: Филол. фанлари бўйича фалсафа доктори (PhD). дисс. Термиз, 2021, – Б.147.; Шукуров О.У. Ўзбек тили замонавий ўзлашмаларининг эволюцияси, трансформацияси ва лексикографик талқини масалалари (мустақиллик даври): Филол.фан. доктори (DSc) дисс. Қарши, 2022, – Б.252.

lug'atchiligi tajribalarini uyg'unlashtirgan holda lug'at korpusini takomillashtirishga doir tavsiyalar ishlab chiqish.

Tadqiqotning obyekti sifatida ingliz va o'zbek tillaridagi ko'p ma'noli so'zlar tanlangan.

Tadqiqotning predmetini ko'p ma'noli so'zlarning inglizcha-o'zbekcha, o'zbekcha-inglizcha lug'atlarda leksikografik talqin qilishning lingvodidaktik asoslari tashkil qiladi.

Tadqiqot usullari. Dissertatsiyada ingliz va o'zbek tillaridagi polisemantik so'zlarning semantik tuzilishini tavsiflashda qiyosiy-tarixiy, tavsifiy (sinxron tahlil); kontekstual ma'nolarni farqlashda distributiv, transformatsiya; nutqiy hosila ma'nolar ko'lamini aniqlashda komponent tahlil metodlardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

Inglizcha-o'zbekcha, o'zbekcha-inglizcha lug'atlarning arxitektonik jihatdan makro-, mikro-, multi-, medioqurilmalarning o'zaro iyerarxik munosabatiga asoslangan megatizm ekani asoslangan;

Inglizcha-o'zbekcha va o'zbekcha-inglizcha korpusga asoslangan ikki tilli lug'atlar uchun ko'p ma'noli so'zlarni tanlash mezonlari va nutqiy hosila ma'nolarni semantizatsiyalash bosqichlari aniqlangan;

Inglizcha-o'zbekcha va o'zbekcha-inglizcha o'quv lug'atida ko'p ma'noli so'zlarning nutqiy hosila ma'nolarini farqlashning lingvistik va didaktik asoslari ishlab chiqilgan;

Ikki tilli o'quv lug'atlarda nutqiy hosila ma'nolarni farqlash, tarjima-izohning haqqoniyligi va tilda mavjudligini tasdiqlash, semantik, sintaktik valentligini oydinlashtirishda illyustrativ havolaning roli ochib berilgan;

Inglizcha-o'zbekcha o'quv lug'atlariga ko'p ma'noli so'zlarni tanlashda ingliz tilini xorijliklarga o'rgatishga mo'ljallangan xalqaro ro'yxatlar – leksik minimumlar emas, o'zbek tili milliy xususiyatlari hamda o'quv metodik ta'minotiga tayanish lozimligi asoslangan;

O'zbek tilini o'rganilayotgan til sifatida talqin qilishga asoslangan o'zbekcha-inglizcha lug'atlarning mazmuni (kontent) va saviyasini oshirish, jahon o'quv lug'atchiligi tajribalarini uyg'unlashtirgan holda lug'at korpusini takomillashtirishga doir tavsiyalar ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

Inglizcha-o'zbekcha yoki o'zbekcha-inglizcha ko'p ma'noli so'zlar lug'atining o'rganilayotgan ikkinchi tildagi polisemantik so'zlarni bitta lug'at maqola tarkibida yig'ish va lingvistik talqin qilish, kontekstual ma'nolarni muhimlik darajasiga ko'ra lug'at mikroqurilmasida joylashuv o'rinini aniqlash, o'zbek tilini o'rganuvchilar uchun mo'ljallangan o'zbekcha-inglizcha ko'p ma'noli so'zlar lug'ati kontentini boyitish imkonini berishi ilmiy dalillangan.

Ingliz tili ko'p ma'noli so'zlarining leksikografik semantizatsiyasini ishlab chiqish ingliz tili qurilishi va o'zbek tilining o'zaro aralashuvini hisobga olgan holda kontekstual ma'nolarning ko'p qirrali xususiyatlari tahlili asosida amalga oshirilishi ilmiy asoslangan.

Tadqiqot natijalarining ishonchliligi lingvistik tahlil metodologiyasi asosida shakllantirilganligi, muammoning aniq qo'yilgani, foydalanilgan usul va nazariy ma'lumotlarning ishonchli manbalarga asoslangani va mazkur manbalarning tadqiqot predmetiga mosligi, xulosa va tavsiyalarining amaliyotga joriy etilgani, olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlangani bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati o'zbek va ingliz tillarida polisemantik so'zlarning ifoda imkoniyatlari va hosila ma'nolarning yuzaga kelish yo'llarini ajratish borasidagi bahs-munozaralar yoritilgani, ko'p ma'noli so'zlarni leksikografik talqin qilish bilan bog'liq masalalarga oydinlik kiritilgani, tilshunoslikda polisemiya, o'quv leksikografiyasi, tarjima nazariyasi bo'yicha tadqiqotlar olib borishda foydalanish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati ko'p ma'noli so'z ma'nolarini o'zlashtirishga yordam beruvchi mashq va topshiriqlar ilova qilingani, ikki tilli lug'atlarda ko'p ma'noli so'z ma'nolari talqinida yo'l qo'yiladigan xatolarni bartaraf etishga doir tavsiyalar ishlab chiqilgani, shuningdek, uzluksiz ta'lim bo'g'inlarida ingliz, o'zbek tillarini o'qitish samaradorligini oshirish, umumiy o'rta ta'lim maktablarida "ingliz tili", "ona tili" fanlari, oliy o'quv yurtlarining filologiya yo'nalishlarida "Hozirgi o'zbek adabiy tili" fanining leksikologiya, semasiologiya, leksikografiya bo'limlarini o'qitishda foydalanish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. Inglizcha-o'zbekcha va o'zbekcha-inglizcha o'quv lug'atlarida ko'p ma'noli so'zlarni leksikografik talqin qilishning zamonaviy usullari va lingvodidaktik tamoyillarini aniqlash jarayonida erishilgan ilmiy natijalar asosida:

inglizcha-o'zbekcha va o'zbekcha-inglizcha korpusga asoslangan ikki tilli lug'atlar uchun ko'p ma'noli so'zlarni tanlash mezonlari va nutqiy hosila ma'nolarni semantizatsiyalash bosqichlarini aniqlashga doir xulosalardan Qarshi davlat universitetida bajarilgan AIF-2/17 raqamli "O'zbekiston oliy ta'lim muassasalari o'quv jarayonini tashkil etishda yangi texnologiyalar" nomli ilmiy-amaliy loyihada foydalanilgan (Qarshi davlat universitetining 2023 yil 17 yanvardagi № 03/151 sonli ma'lumotnomasi). Natijada, ta'lim muassasalari o'quv jarayonida va shaxslararo muloqotda til birliklarining maqsadli qo'llanilishi, nutquy va kommunikativ strategiyani o'quv jarayonida raqamli texnologiyalar asosida samarali qo'llash, shuningdek, ikki tilli o'quv lug'atlarni elektron va onlayn ilovalar orqali o'rganishni yanada samarali bosqichga ko'tarish asosida leksikografiya masalalarini tahlil qilishda ilmiy hamda amaliy manba bo'lib xizmat qilgan;

inglizcha-o'zbekcha va o'zbekcha-inglizcha o'quv lug'atida ko'p ma'noli so'zlarning nutqiy hosila ma'nolarini farqlashning lingvistik va didaktik asoslarini aniqlash, ikki tilli o'quv lug'atlarda nutqiy hosila ma'nolarni farqlash, tarjima-izohning haqqoniyligi va tilda mavjudligini tasdiqlash, semantik, sintaktik valentligini oydinlashtirishda illyustrativ havolaning roli ochib berish bo'yicha qo'lga kiritilgan xulosalardan Samarqand davlat chet tillar institutida bajarilgan Yevropa Ittifoqining 2016-2018 yillarga mo'ljallangan Erasmus+ dastur doirasida amalga

oshirilgan S61624-EPP-1-2015-Uk-EPPkA2-CBHESP-ERASMUS+CBHE JMER: “O‘zbekistonda oliy ta’lim tizimi jarayonlarini modernizatsiyalash va xalqarolashtirish” nomli ilmiy-amaliy loyihada foydalanilgan (Samarqand davlat chet tillar institutining 2023 yil 19 yanvardagi № 92/30.02.01 ma’lumotnomasi). Natijada, dissertatsiya tahlil masalalariga ko‘ra oliy ta’lim tizimi jarayonida o‘qitishning jumladan, o‘quv lug‘atlaridan tillarni o‘rganish tizimida qo‘llashning nostandart (kreativ) yechimini topish va uni amaliyotga tatbiq etish masalalarini tahlil qilishda ilmiy hamda amaliy manba bo‘lib xizmat qilgan;

inglizcha-o‘zbekcha o‘quv lug‘atlariga ko‘p ma’noli so‘zlarni tanlashda o‘zbek tili milliy xususiyatlari hamda o‘quv metodik ta’minotiga tayanish lozimligi, o‘zbek tilini o‘rganilayotgan til sifatida talqin qilishga asoslangan o‘zbekcha-inglizcha lug‘atlarning mazmuni (kontent) va saviyasini oshirish, jahon o‘quv lug‘atchiligi tajribalarini uyg‘unlashtirgan holda lug‘at korpusini takomillashtirishga doir Namangan davlat universitetida bajarilgan S-UZ800-20-IN-106 raqamli “Virtual Workshop on Collaborative Action Research for English Teachers” nomli amaliy loyihada foydalanilgan (Namangan davlat universitetining 2023 yil 7 fevral dagi 73-01 sonli ma’lumotnomasi). Tadqiqot natijalari asosida o‘zbek tilining barcha sohalarda ilm-fan tili sifatida nufuzini oshirish haqidagi targ‘ibot ishlari mazmuni mukammallashtirish, shuningdek, tadqiqotda ilgari surilgan taklif va tavsiyalar, ilmiy yangiliklar asosida dastur va qo‘llanma va o‘quv lug‘atlarini yaratishga, ta’lim hamda madaniyatni rivojlantirishga qaratilgan nazariy va amaliy ishlarni yanada samarali tashkil qilishga xizmat qilgan.

Tadqiqot natijalarining aprobatyasi. Tadqiqot natijalari 9 ta ilmiy-amaliy anjumanda, jumladan, 6 ta respublika va 3 ta xalqaro ilmiy-nazariy anjumanlarida aprobatysidan o‘tgan.

Tadqiqot natijalarining e’lon qilinganligi. Dissertatsiya mavzusi bo‘yicha jami 18 ta ilmiy ish chop ettirilgan, jumladan, O‘zbekiston Respublikasi OAKning doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 9 ta maqola, jumladan, 5 tasi respublika va 4 tasi xorijiy jurnallarda chop ettirildi.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa va foydalanilgan adabiyotlar ro‘yxatidan iborat bo‘lib, umumiy hajmi 132 sahifani tashkil qiladi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida mavzuning dolzarbligi va zarurati asoslangan, respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga bog‘liqligi, muammoning o‘rganilganilish darajasi, maqsad va vazifalari, obyekti va predmeti, ko‘rsatilgan, ilmiy yangiligi, nazariy va amaliy ahamiyati ochib berilgan, qo‘lga kiritilgan natijalarining ishonchliligi, joriylanishi, aprobatyasi, natijalarning e’lon qilinishi, dissertatsiyaning tuzilishi va hajmi haqida ma’lumotlar keltirilgan.

Birinchi bob **“Ikki tilli o‘quv lug‘ati tushunchasi, tarixi va leksikografik talqini muammolari”** deb nomlanadi. Bobning *“Xorijiy tillarni o‘rgatish ta’lim siyosatining ustuvor yo‘nalishlaridan biriga aylanishi va ikki tilli o‘quv lug‘atlarga*

ehtiyojning ortishi” deb nomlangan birinchi bandida xorijiy tillarni o‘rganish, o‘zga millatlarning tillariga hurmat bilan qarash asosida, avvalo, muloqot imkoniyatini kengaytirish, dunyo xalqlari bilan muloqotga kirishish, qolaversa, muayyan moddiy yoki ma’naviy manfaatlar yotishi, hayot sur’atlari nihoyatda keskinlashgan bugungi kunda nafaqat zamon bilan hamqadam bo‘lish, xorijiy mamlakatlar bilan munosabatlarni mustahkamlash, balki o‘zgalar tilini o‘rganish asosida ona tilimizning xalqaro miqyosdagi o‘rni va nufuzini yuksaltirish, dunyoning taraqqiy etgan boshqa tillari bilan aloqasini rivojlantirish, xorijda istiqomat qilayotgan vatandoshlarimiz, qolaversa, o‘zbek tilini o‘rganish istagida bo‘lgan xorijliklarga ona tilimizni zamonaviy pedagogik va axborot-kommunikativ texnologiyalardan foydalangan holda oson va tez o‘rgatishga yordam beradigan ta’lim vositalarini yaratish uchun ham xorijiy tillarni o‘rganish ijtimoiy zaruratga aylangani bilan asoslanadi.

Dunyo xalqlari azaldan bir-biri bilan muntazam ijtimoiy-siyosiy, madaniy, iqtisodiy aloqada bo‘lgan. Tabiiyki, ushbu jarayonda boshqa millatlar bilan ularning tilida erkin muloqot qila oladiganlarga ham, shu muloqotni o‘rgatish vositalariga ham ehtiyoj katta bo‘lgan. Shu bois insoniylik jamiyatining ilk davrlaridayoq o‘zga tillarni o‘rganishga ehtiyoj juda yuqori bo‘lib, begona tillarni o‘rgatishga ko‘mak beruvchi o‘quv vositalarini yaratish zaruratini yuzaga keltirgan. Zero, antik tilshunoslik, aniqrog‘i, leksikografiyaning ilk namunalari ham, ibtidoiy maktablardagi ilk o‘qitish vositalari ham notanish so‘zlar ma’nosini izohlash maqsadida tuzilgan ro‘yxatlar – gloss va glossariylar, lug‘at-darsliklar bo‘lgani buni tasdiqlaydi¹¹.

Ingliz tilining xalqaro maydondagi rad etib bo‘lmas maqomi, kompyuter asrida sun’iy intellektning asosiy muloqot vositasiga aylanishi va, muhimi, dunyo xalqlarining iqtisodiy, siyosiy, madaniy hayotning turli sohalarida birlashishiga xizmat qilayotgani uni tez va samarali o‘rgatish vositalariga bo‘lgan talabni yanada oshirmoqda. Inglizcha-o‘zbekcha va o‘zbekcha-inglizcha ikki tilli lug‘atlar bugungi kunda ikki tomonlama manfaatlar – yosh avlodning zamon bilan hamqadam, barkamol qilib tarbiyalash va o‘zbek tilining xalqaro maqomini oshirishda muhim vosita hisoblanadi. Ikki tilli lug‘atlar bir vaqtda ikki muhim vazifa – o‘quvchiga begona tilda yozilgan matnni tushunish va ta’lim oluvchining ona tilidan boshqa tilda muloqot qilishiga yordam berish vazifasini bajaradi. Ushbu vazifalarni to‘la bajarishi uchun lug‘at **har ikki tilda ham tuzilgan** bo‘lishi shart.

“O‘quv lug‘atlari va ilk ikki tilli lug‘atlarning paydo bo‘lishi” deb nomlangan ikkinchi badda o‘quv lug‘ati va o‘quv lug‘atchiligi tushunchalarining paydo bo‘lishi, shuningdek, ilk lingvistik manbalar lug‘at ko‘rinishida, aniqrog‘i, muayyan til egalari uchun tushunarsiz bo‘lgan o‘zga til leksik birliklari yoki shu tilga oid qadimiy manbalardagi ma’nosi qiyin so‘zlarni izohlash, xususan, muqaddas kitoblar mazmunini to‘g‘ri anglashga xizmat qilish maqsadida tuzilgan ikki tilli lug‘at qo‘llanmalar – o‘quv lug‘atlari shaklida yuzaga kelgani asoslanadi. Xususan, Nippurdagi ibodatxona kutubxonasidan topilgan miloddan avvalgi to‘rt minginchi yilliklarga mansub Qadimgi Mesopotamiyada yashagan mutlaqo boshqa-boshqa tilda

¹¹ Сороколетов Ф. П. Общая и учебная лексикография. – Л.: Изд-во “ЛГУ”, 1985, – С. 57.; Бахриддинова Б.М. Ўзбекистонда ўқув луғатчилиги: лингвистик асослари, тарихи ва истиқболлари: Филол.фан. доктори (ДСс) дисс. Самарқанд, 2020, –Б. 252.

gaplashadigan ikki qabila – Shumer va Akkad semitlarining bir-biri bilan muloqot qilishiga mo‘ljallangan ikki tilli glossariylar zamonaviy ikki tilli o‘quv lug‘atlarining ilk ko‘rinishlari edi¹². P.N.Denisov “Lug‘at maqolaning umumiy qurilishi haqida” deb nomlangan maqolasida ibtidoiy maktab qo‘llanmalari – o‘quv lug‘atlari tarixi xususida fikr bildirar ekan: “Ilk til o‘qitish tizimi o‘qituvchining savollari va o‘quvchilarning javobi, bir tildan boshqa tilga tarjima qilish, yozma mashqlarni bajarish va yod olishga asoslangan edi”¹³, degan to‘xtamga kelgan edi. P.N.Denisovning til o‘rgatish amaliyoti – **ta’lim shakli** (o‘qituvchining so‘rashi o‘quvchilarning javob berishi), **maqsadi** (bir tildan boshqa tilga tarjima qilish, til o‘rganish), **o‘qitish uslubi** (yozma mashqlar bajarish va yod olish), **o‘qitish vositalari** (ikki yoki uch tilli lug‘atlar)ga doir ushbu xulosalari bugungi zamonaviy til o‘qitish tizimi talablariga ham to‘la mos keladi.

Jahon o‘quv lug‘atchiligining ilk nodir namunalari: 1) miloddan avvalgi XXV asrlarga oid ikki tilli shumer glosslari, miloddan avvalgi XIV-XIII asrlarga oid uch tilli shumer-akkad-xett ro‘yxatlari, miloddan avvalgi XX asrga oid Xitoy, miloddan avvalgi VIII asrga oid yapon iyeroglif yozuvida bitilgan lug‘at tipidagi ro‘yxatlar, vokabulyariylar, II-III asrga tegishli Y.Polluksning “Onomastikon”i, Amarasinxning sanskritcha “Amarakosha” lug‘ati; 2) XI-XIII asrlarda Qadimgi Rusda xristianlikning yoyilishi bilan bog‘liq tarzda yuzaga kelgan ilk didaktik ensiklopediya – azbukovniklar (alifbo-darsliklar) hamda hozirgi o‘quv terminologik lug‘atlarning ilk ko‘rinishi hisoblangan ikki tilli leksikonlar – Yepifaniy Slavinetskiy va Arseniy Satanovskiylarning “Lotincha leksikon” (1642) va “Slavyancha-lotincha leksikon” (1650)lari; 3) XIV-XVII asrlar oralig‘ida yaratilgan ingliz, fransuz va lotin tillarida yaratilgan ilk tarjima lug‘atlari, jumladan, Jeffri Grammatikning 1440-yilda tuzilgan birinchi inglizcha-lotincha ikki tilli lug‘ati “Bolalar uchun xazina” (“Promptorium parvulorum”), Maturin Kordyerning 1541-yilda Parijda chop etilgan fransuzcha-lotincha lug‘ati “Bolaning kundalik nutqiga kommentariylar” (“Commentarius puerorum de quotidiana Sermonem”), Charlz Etyenning 1540-yilda Parijda nashr etilgan fransuzcha-lotincha lug‘ati “Meva bera oladigan ko‘chatlar uchun bog‘lar” (“Seminarium, et plantarium fructiferarum praesertim arborum quae post hortos conseri solent”), Robert Etyen va Jon Veronning 1552-yilda nashr etilgan “Yoshlar uchun ixcham lug‘at” (“Dictionariolum puerorum, tribus linguis Latina, Anglica & Gallica conscriptum”), Samiel Jonsonning 1747-yilda Londonda nashr etilgan “Ingliz tili lug‘ati” (“The plan of a Dictionary of the English Language”); 4) XI-XIII asrlar oralig‘ida O‘rta Osiyoda yaratilgan ilk lug‘at grammatikalar – arabcha-turkcha, turkcha-arabcha, XV-XVIII asrlarga mansub forsha-turkcha, turkcha-forsha, chig‘atoycha-forsha ikki tilli lug‘atlar, XIX asr oxiri va XX asr boshlarida yaratilgan ruscha-sartcha, sartcha-ruscha, XX asr boshlariga mansub ruscha-o‘zbekcha, o‘zbekcha-ruscha lug‘atlarning barchasi **ikki tilli lug‘atlar** edi. Buni quyidagi davrlashtirilgan jadvalda atroflicha ko‘rish mumkin:

¹² Авдиев В.И. История Древнего Востока. Госполитиздат, Ленинград, 1953, – С.136-137.; https://vk.com/doc35528094_464377959?hash=SVjiVjPj32EeOYYURZjGsPGetM6MEUF2pfXnp0cTfzs

¹³ Денисов П.Н. Об универсальной структуре словарной статьи. – В.кн.: Актуальные проблемы учебной лексикографии. Сост. В.А.Редкин. Русский язык, Москва, 1977, – С.209.

Jahon va o'zbek o'quv lug'atchiligining ilk namunalari

Davrlar	Gloss va lug'atlar
miloddan avvalgi XXV asr	ikki tilli shumer glosslari
miloddan avvalgi XIV-XIII asrlar	uch tilli shumer-akkad-xett ro'yxatlari
miloddan avvalgi XX asr	Xitoy iyeroglif yozuvida bitilgan lug'at tipidagi ro'yxatlari, vokabulyariylar
miloddan avvalgi VIII asr	yapon iyeroglif yozuvida bitilgan lug'at tipidagi ro'yxatlar, vokabulyariylar
II-III asrlar	Y.Polluksning "Onomastikon", Amarasingxning sanskritcha "Amarakosha" lug'ati
XI-XIII asrlar	Qadimgi Rusda xristianlikning yoyilishi bilan bog'liq tarzda yuzaga kelgan ilk didaktik ensiklopediya – azbukovniklar (alifbo-darsliklar) hamda hozirgi o'quv terminologik lug'atlarning ilk ko'rinishi hisoblangan ikki tilli leksikonlar
XIV-XVII asrlar	ingliz, fransuz va lotin tillarida yaratilgan ilk tarjima lug'atlar
XI-XIII asrlar	O'rta Osiyoda yaratilgan ilk lug'at grammatikalar – arabcha-turkcha, turkcha-arabcha ikki tilli lug'atlar
XV-XVIII asrlar	forscha-turkcha, turkcha-forscha, chig'atoycha-forscha ikki tilli lug'atlar
XIX asr oxiri va XX asr boshlari	ruscha-sartcha, sartcha-ruscha ikki tilli lug'atlar
XX asr boshlari	ruscha-o'zbekcha, o'zbekcha-ruscha ikki tilli lug'atlar

Leksikografiyada ikki tilli lug'at, ko'p tilli lug'at, tarjima lug'ati terminlari ko'pincha bir ma'noda ishlatiladi. Tarjima lug'atlarining bugungi avlodi ikki yoki bir necha tilli bo'lishi mumkin. O'zbek o'quv lug'atchiligida ikki tilli lug'at eng ko'p tarqalgan lug'at turi bo'lib, ayni paytda ingliz, rus, arab, fors, nemis, fransuz tillari negizida yaratilgan bir qancha ikki tilli lug'atlarni sanab o'tish mumkin. Boshqa lug'at turlaridan farqlanib muayyan til bo'yicha ikki tilli lug'atlarning ko'plab yaratilishi lug'at yaratilgan davrning ijtimoiy-siyosiy, madaniy, iqtisodiy ehtiyojlariga bog'liq bo'ladi. Aniqrog'i, XI-XIII asrlar oralig'ida yaratilgan Mahmud Koshg'ariyning ilk turkiy ikki tilli turkcha-arabcha izohli lug'ati – "Devonu lug'otit turk" (XI asr), Mahmud Zamaxshariyning to'rt tilli – arabcha-forscha-o'zbekcha-mo'g'ulcha lug'ati – "Muqaddimat ul-adab" (XII asr), turkcha-arabcha, mo'g'ulcha-forscha va arabcha-mo'g'ulcha so'zliklardan tuzilgan "Kitobi-majmu-tarjumoni turki va ajami va mug'ali", turkcha-arabcha grammatik lug'at "Kitob at-tuhfa az-zakiyatu

fi-l-lug‘at-at-turkiya” kabi lug‘atlarning yuzaga kelishi arab xalifaligining rasmiy tili arab tilini, o‘rta asrlarda yaratilgan Toile Imoni Hiraviyning chig‘atoycha-forscha “Badoye ul-lug‘at” (XV asr), chig‘atoycha-turkcha izohli lug‘at “Abushqa” (XVI asr), Muhammad Yoqub Chingiyning o‘zbekcha-forscha “Kelurnoma” lug‘ati (XVII asr), Muhammad Rizo Hoksorning arabcha-forscha, o‘zbekcha izohli “Muntahab ul-lug‘ot” lug‘ati (XVIII asr), Mirzo Maxdiyxonning chig‘atoycha-forscha “Sangloh” lug‘ati (XVIII asr), Sulaymon Buxoriyning chig‘atoycha-turkcha “Lug‘ati Chig‘atoy va turki Usmoniy” (XIX asr) kabi ko‘p tilli lug‘atlar fors-tojik tilini o‘rgatish va boshqa til egalarining turkiy tilni o‘rganishga bo‘lgan ehtiyojini qondirish zarurati bilan yuzaga kelgan edi.

XIX asr oxirlaridan rus tili, keyinchalik nemis, fransuz tili, XX asrning ikkinchi yarimlaridan ingliz tilini o‘rganish zarurati shu tillar negizida yaratilgan ikki tilli lug‘atchilik taraqqiyotiga zamin hozirlagan. O‘zbek o‘quv lug‘atchiligida yaratilgan ikki tilli lug‘atlarning katta qismini o‘tgan asr boshlaridan oxirlariga qadar ruscha-o‘zbekcha va o‘zbekcha-ruscha lug‘atlar tashkil qilgan bo‘lsa, ayni paytda dunyoning aksariyat tillarida kuzatilgani kabi tarjima lug‘atlarining eng keng tarqalgani inglizcha-o‘zbekcha, o‘zbekcha-inglizcha lug‘atlardir.

“Ko‘p ma’noli so‘zlar va ularni o‘quv lug‘atlarida lingvistik talqin qilish muammolari” tahliliga bag‘ishlangan uchinchi badda til leksik-semantik imkoniyatini yuzaga chiqarishning muhim vositasi hisoblangan ko‘p ma’noli so‘zlarning tilning doimiy taraqqiyoti nishonasi ekani, til birliklarining turli nutqiy vaziyatlar uchun xoslangan ifoda semalariga egaligi, leksik tizim asosi (yadrosi)ning barqarorligini ta’minlash, bir so‘z yordamida bir necha narsa-hodisa, belgi, harakat, holatlarni atash va bu bilan til qurilishining ixchamliligini ta’minlash, tilning badiiy-tasviriy vositalari hisoblanmish ibora, tasviriy ifoda, idioma kabi turg‘un birikmalarning yasallishidagi roli ochib berilgan. Polisemantik leksemaning lison-nutq bo‘linishi nuqtai nazaridan tahlili amalga oshirilgan. Shu nuqtai nazardan tilshunoslikda semalarning ma’no xususiyati, darajasiga ko‘ra turlari: 1) atash (denotativ) sema; 2) ifoda (tasvir, qo‘shimcha ma’no, konnotativ) sema; 3) vazifa (funksional) semalarga izoh berilgan. Bir sememali va ko‘p sememali leksemalar nutqda ko‘p ma’noli so‘zlar sifatida yuzaga chiqadi, ya’ni nutqda leksema sememasining ko‘rinishlari beriladi. Barqaror butunliklarning nutqiy ko‘rinishlari, xillari esa cheksizdir¹⁴. Bir ma’noli (monosemantik) so‘zlardan farqlanib, ko‘p ma’noli (polisemantik) so‘zlarda leksemaning nomlanayotgan narsa, predmet, belgi bilan munosabatiga ko‘ra **o‘z** (atash, bosh, asl, to‘g‘ri, motivlashmagan) ma’no va **ko‘chma** (kontekstual ma’no, hosila ma’no, motivlashgan) ma’nolar farqlanadi.

Nutqda hosila ma’no yuzaga kelishining ekstralingvistik va intralingvistik omillar bilan bog‘liq bir necha yo‘llari farqlanadi. Leksik ma’no taraqqiyoti, ko‘p ma’nolilik va hosila ma’noning yuzaga kelish yo‘llari Herman Pauldan (1880) to hozirgi kunga qadar tilshunoslikda ko‘plab tadqiqotlar uchun tadqiq manbai bo‘lgan bo‘lsa-da, o‘zbek tilshunosligida ham hozirga qadar ko‘chma ma’no hosil bo‘lish

¹⁴ Ne‘matov H., Rasulov R. O‘zbek tili sistem leksikologiyasi asoslari. – O‘qituvchi, Toshkent, 1995, – B.72.

yo'llari masalasi bir qancha bahs, munozaralarga sabab bo'lgan va bu so'nggi yillarda bajarilgan qator ishlarda qayta-qayta tahlilga tortilgan.

Lug'atchilik paydo bo'libdiki, ko'p ma'noli so'zlarni lug'atlarda lingvistik talqin qilish tilshunoslarning diqqat markazida bo'lgan. Jumladan, ilk turkiy lug'at "Devonu lug'otit turk"da Mahmud Koshg'ariy nom ko'chishining deyarli barcha yo'llari, xususan, metafora, metonimiya, sinekdoxa asosida yuzaga kelgan hosila ma'nolar izohini nazardan chetda qoldirmaydi. "Chunonchi, har bir tinch va barqaror, turg'un, qimirlamaydigan narsa **amul** leksemasi bilan atalgan. Shunga ko'ra yumshoq fe'lli yuvosh kishilar ham amul deyilgan (I, 104)"¹⁵ Shuningdek, lug'atda metonimiya asosida hosil bo'lgan ko'chma ma'nolar izohini ham uchratish mumkin: **ala** – pes, ola tanli odam. *Oq-qora rangli otga ala at deydilar. Bög xanqa ala boldi* – bek xonga qarshi chiqdi, xonning dushmani bo'ldi, xonning dushmani bilan topishdi. **a:j** – oy, o'n to'rt kunlik oy. *Tolun a:j deyiladi. a:j* – oy; 30 kundan iborat bo'lgan vaqt, muddat¹⁶.

Ikki tilli lug'atlarda ko'p ma'noli so'zlarni leksikografik talqin qilish bilan bog'liq qator muammolar ham borki, ularning asosiylari sifatida sof nutqiy yoki lisoniylashgan ko'chma ma'noni farqlash, talqinda diaxron emas, sinxron aspektda yondashish, ko'p ma'nolilik va shakldoshlikni farqlash, hosila ma'nolarning lug'at maqola tarkibida joylashish tartibini belgilash, mashq va topshiriqlar tizimini ishlab chiqish, illyustrativ misollar to'plash va boshqalarni sanab o'tish mumkin.

Ikkinchi bob "**Ko'p ma'noli so'zlarni inglizcha-o'zbekcha, o'zbekcha-inglizcha o'quv lug'atlarida berishning leksikografik asoslari**" tahliliga bag'ishlanadi. Ikki tilli lug'at ichki uzvlarga ega megasistema bo'lib, arxitektonik tarkibiga ko'ra mega, makro, mikro-, multi-, medioqurilmalardan tashkil topadi. **Megastruktura** – lug'atning tarkibiga lug'at muqovasi va nomidan tortib, kirish qismi, korpus, ilovalargacha to'liq qamrab oladigan tayanch tuzilma (ramochnaya struktura)sidir. **Makrostruktura** – lug'at yadrosi hisoblanib, lug'at maqolalar to'plami (lug'at korpusi, so'zlik)dan tashkil topadi. U lug'at birliklari – lemmalarning lug'atda joylashish tartibini belgilaydi. **Mikrostruktura** – lug'at maqola, unda bosh so'z va uning semantizatsiyasi, pometalar (teg) va havolalarga asoslanadi. **Mikrostruktura** lug'at maqola tuzilishini aks ettiradi. **Multistruktura** – lug'at maqola (entry)ning tarkibiy qismi. Bosh so'z, grammatik va fonetik pometalar, lug'aviy ma'nosi, semantizatsiyasi, illyustrativ havola va boshqa qismlar. **Mediostruktura** – ideografik va elektron o'quv lug'atlar qurilishiga xos bo'lib, umumiy lug'at materialiga hajman ixchamlikka erishish maqsadida ilova qilingan qismlar.

Ikki tilli lug'atlarning megatizimi arxitektonik tarkibiga ko'ra quyidagi jadvalda batafsil izohlanadi:

¹⁵ Dadaboyev H. "Devoni lug'atit turk" asarida polisemiyaning ifodalanishi. № 2, Tyrkologiya, 2018, – B. 32-37.

¹⁶ M. Koshg'ariy. Devonu lug'otit turk. Turkiy so'zlar devoni. 3 jildlik. 1-jild. Tarjimon va nashrga tayyorlovchi: S. Mutallibov. Fan, Toshkent, 1960, – B.110.

Ikki tilli lugʻatlarning megatizimi

Tushuncha	Izoh
Megastruktura	lugʻatning tarkibiga lugʻat muqovasi va nomidan tortib, kirish qismi, korpus ilovalargacha toʻliq qamrab oladigan tayanch tuzilmasidir
Makrostruktura	lugʻat yadrosi hisoblanib, lugʻat maqolalar toʻplami (lugʻat korpusi, soʻzlik) dan tashkil topadi
Mikrostruktura	lugʻat maqola, unda bosh soʻz va uning semantizatsiyasi, pometalalar (teg) va havolalarga asoslanadi, lugʻat maqola tuzilishini aks ettiradi
Multistruktura	lugʻat maqola (entry)ning tarkibiy qismi. Bosh soʻz, grammatik va fonetik pometalalar, lugʻaviy maʼnosi, semantizatsiyasi, illyustrativ havola va boshqa qismlar
Mediostruktura	ideografik va elektron oʻquv lugʻatlar qurilishiga xos boʻlib, umumiy lugʻat materialiga hajman ixchamlikka erishish maqsadida ilova qilingan qismlar.

Zamonaviy ikki tilli lugʻatlar megatuzilishi tahlili shuni koʻrsatadiki, koʻp maʼnoli soʻzlar oʻquv lugʻati megaqurilmasi ham barcha lugʻatlarga xos boʻlgan tarkibiy qismlar bilan birga lugʻat xususiyatidan kelib chiqib kiritilgan qismlar, yaʼni koʻp maʼnoli soʻzlar lugʻatni xarakterlaydigan maxsus qismlarga ham ega. Ushbu qismlar turli tillarda turlicha terminlar bilan yuritiladi. Ularning aksariyati bir tildan ikkinchi tilga kalka asosida yasalgan analogi yoki muqobili bilan sinonimlik hosil qiladi va parallel ishlatiladi. Masalan, **shartli qisqartmalar roʻyxati** – *symbols, contractions, list of abbreviations*; **kirish maqola** – *muqaddima, soʻzboshi, tuzuvchilardan, introduction, foreword, front matter, preface*; **lugʻat korpusi** – *soʻzlik, corpus, the body of the dictionary, middle matter, body matter, names*; **ilova** – *supplements, back matter*; **oʻquv-uslubiy qurilma** – *tushuntirish qismi, lugʻat bilan ishlash boʻyicha koʻrsatma, About this book*; “*Lugʻatdan qanday foydalaniladi?*”, “*User’s Manual*”, “*Key to dictionary entries*”, “*How to use the dictionary?*” kabi.

Koʻp maʼnoli soʻzlar oʻquv lugʻatlarining maxsus tarkibiy qismlarini quyidagi jadvalda koʻrish mumkin:

Ko'p ma'noli so'zlar o'quv lug'atlarining maxsus tarkibiy qismlari

Tarkibiy qismlar	Izoh
shartli qisqartmalar ro'yxati	<i>symbols, contractions, list of abbreviations</i>
kirish maqola	<i>muqaddima, so'zboshi, tuzuvchilardan, introduction, foreword, front matter, preface</i>
lug'at korpusi	<i>so'zlik, corpus, the body of the dictionary, middle matter, body matter, names</i>
ilova	<i>supplements, back matter</i>
o'quv-uslubiy qurilma	<i>tushuntirish qismi, lug'at bilan ishlash bo'yicha ko'rsatma, About this book; "Lug'atdan qanday foydalaniladi?", "User's Manual", "Key to dictionary entries", "How to use the dictionary?"</i>

Shuni ham aytib o'tish kerakki, lug'atga doir ilmiy-ommabop materiallar, grammatik qoidalar, bibliografiya kabi bir qator komponentlarning lug'at megaqurilmasida joylashuv o'rni qat'iy emas. Ushbu ma'lumotlar turli lug'atlarda kirish qismida ham, o'quv metodik kompleks tarkibida ham, ilovada joylashishi mumkin. Aksariyat tadqiqotchilar, jumladan, M.S.Kovaleva lug'at strukturasida majburiy va ixtiyoriy komponentlarni ajratadi¹⁷.

Jahon o'quv leksikografiyasining zamonaviy leksikografik konsepsiyalariga asosida tuzilgan ikki tilli lug'atlar megaqurilmasi tahliliga tayanib tuzilajak inglizcha-o'zbekcha va o'zbekcha-inglizga ko'p ma'noli so'zlar o'quv lug'ati tarkibiy qismlari va ushbu qismlarning lug'at tarkibida o'zaro joylashuvini keltiramiz:

1. Tashkiliy qism:

1.1. Lug'atning muqova jildi va nomlanishi (titul varag'i)

1.2. Lug'at annotatsiyasi (kelishuv varag'i).

2. Kirish maqola.**3. O'quv-uslubiy qurilma.****4. Shartli qisqartmalar va qo'shimcha ma'lumotlar**

4.1. Kontekstual ma'nolar izohi uchun illyustratsiyalar olingan manbalar ro'yxati.

4.2. Shartli qisqartmalar ro'yxati.

4.3. Lug'atda qo'llangan transkripsion belgilar sharhi.

5. Lug'at korpusi.**6. Ilovalar.**

¹⁷ Ковалева М.С. Особенности состава и организации мегаструктуры английского антропонимического словаря//Фундаментальные исследования. №12-2. 2014, – С.425-428.; URL: <https://fundamental-research.ru/ru/article/view?id=36246>

- 6.1. Noto'g'ri fe'llar ro'yxati.
- 6.2. Geografik nomlar ro'yxati.
- 6.3. Qisqartma so'zlar ro'yxati.

Ikkinchi band *“Inglizcha-o'zbekcha va o'zbekcha-inglizcha lug'atlar uchun ko'p ma'noli so'zlarni tanlash mezonlari”* tahliliga bag'ishlanadi. Inglizcha-o'zbekcha lug'atlar tahlili shuni ko'rsatadiki, mavjud lug'atlarning so'zligi deyarli bir xil. Ularga so'z tanlashda qaysi mezonga tayanilgan? Aksariyat ingliz tili negizida yaratilgan lug'atlar so'zligi xalqaro ingliz tilini o'qitish metodikasi va lingvodidaktikasi doirasida tuzilgan leksik minimumlarga (word lists) asoslangan bo'lib, mazkur minimumlar dunyoning bir necha tillarida ikki yoki ko'p tilli lug'atlar uchun tayanch ro'yxat (baza) bo'lib xizmat qiladi. Shu sababli nafaqat o'zbek tilida tuzilgan inglizcha-o'zbekcha lug'atlar, balki dunyo tillarining aksariyatida ingliz tili negizida tuzilgan tarjima lug'atlari korpusining “o'ng” qismi – so'zligi ayrim farqlarni hisobga olmaganda deyarli bir xil bo'ladi.

Lug'atga so'z tanlash, albatta, lug'at turidan kelib chiqadi. V.V.Dubichinskiy o'quv lug'ati uchun ko'p ma'noli so'zlarni tanlashning obyektiv mezonlari hali mavjud emasligini ta'kidlaydi. Ikki tilli lug'atlar uchun ko'p ma'noli so'zlarni tanlashda lug'at birligining foydalanuvchisi mansub ta'lim bosqichi o'quv-me'yoriy hujjatlarida mavjudligi, o'quv maqsadiga mosligi, ta'lim jarayoniga aloqador ekani; tilning barcha sath birliklari – fonema, morfema, leksema, so'zshakllar, turg'un birikmalar, sintaksemalar ham lug'at so'zligidan joy olishi; ko'p ma'noli so'zning ma'lum bir til jamiyatidagi funksional qiymati – qo'llanish darajasi, chastotasi; muayyan turkumga xos ko'p ma'noli so'zlarni va barcha turkumga mansub bo'lgan polisemantizmlarni qamrab olishi; polisemiya va omonimiya munosabatini farqlashi, ya'ni polisemiya lug'at mikroqurilmasining tarkibiy qismi hisoblansa, omonimiya makrostruktura obyekti bo'lib, unga so'z tanlash muammosi doirasida qaralishi bilan bog'liq mezonlar yetakchilik qiladi.

Navbatdagi band *“Inglizcha-o'zbekcha, o'zbekcha-inglizcha ko'p ma'noli so'zlar o'quv lug'atida lug'at maqola va uning tarkibiy qismlari”* tahliliga bag'ishlanadi. Ikki tilli lug'atlarda o'rganilayotgan til birligining leksik-semantik xususiyatlari, ma'no nozikliklari, semantik imkoniyatlarini ochib berishda lug'at mikroqurilmasi – lug'at maqola muhim rol o'ynaydi.

Lug'at maqola (entry, entry structure) izoh tipidagi lug'atlarning eng muhim tayanch komponenti bo'lib, bosh so'z va uning izohidan tashkil topadi¹⁸. Inglizcha-o'zbekcha, o'zbekcha-inglizcha ikki tilli lug'atlarda lug'at maqolaning kompozitsion jihatdan sodda va murakkab ko'rinishlari farqlanadi. Sodda, ya'ni minimal qamrovli lug'at maqola bosh so'zning semantik kalkaga asoslangan tarjimasi yoki muqobilidan iborat bo'ladi. Masalan: **powder** ['paʊdə] n 1) kukun; 2) upa; 3) porox, miltiqdori¹⁹

¹⁸ Денисов П.Н. Об универсальной структуре словарной статьи. - В сб.: Актуальные проблемы учебной лексикографии. Русский язык, Москва, 1977, – С. 205-226.

¹⁹ Bo'tayev Sh. English-Uzbek dictionary: 50 000 words and expressions. Inglizcha-o'zbekcha lug'at: 50 000 so'z va ibora. “BAYOZ” nashriyoti, Toshkent, 2013, – B. 507.

Murakkab qurilishli lugʻat maqola bir necha komponentlarning oʻzaro ichki munosabatidan tashkil topgan mikrotizim hisoblanadi. U ikki asosiy komponent – bosh soʻz hududi va tarjima-izoh hududidan tashkil topadi:

Condition
[kən'diʃ(ə)n]

1. holat – state. Keep your car exterior condition in good condition. Поддержите внешний вид своей машины в хорошем состоянии. Mashinangizning tashqi koʻrinishini yaxshi holatda saqlang.

2. shart, talab – provision. You have to live there as a condition of you job. Вы получите работу при условии, что вы там проживаете. Ishingizning talabi sababli bu yerda yashashingiz kerak.

3. sharoit – circumstances. They live in the appalling condition. Они живут в ужасных условиях. Ular juda yomon sharoitlarda yashaydilar.

4. jismoniy holat – state of forms. The sportsman is now out of condition. Этот спортсмен сейчас не в форме. Bu sportchi hozirda yaxshi jismoniy holatda emas.

5. tarbiyalamoq, ulgʻaytirmoq – train/ bring up. Young people had been conditioned to respect the older generation. Молодежь приучена к уважению старших. Yoshlar kattalarni hurmat qilish ruhida tarbiyalanganlar²⁰.

Bosh soʻz hududida vokabulaning adabiy til uchun meʼyoriy deb qabul qilingan ortologik shakli, imlosi va fonetik xarakteristikasi berilgan:

Condition [kən'diʃ(ə)n]

Tarjima-izoh hududida:

– dastlab polisemantik soʻzning rus tilida ifolaydigan hosila maʼnolari qora qalin harflar bilan tartib bilan keltiriladi: **holat, shart, talab, jismoniy holat, tarbiyalamoq, ulgʻaytirmoq**;

– keyin har bir hosila maʼnoning inglizcha tarjimasi ham qora qalin yotiq (kursiv) harflar bilan beriladi: *state, provision, circumstances, state of forms, train/ bring up*;

– navbatdagi qism ushbu soʻzga keltirilgan inglizcha illyustatsiyadan tashkil topadi: *Keep your car exterior condition in good condition. You have to live there as a condition of you job. They live in appalling condition. The sportsman is now out of condition. Young people had been conditioned to respect the older generation*;

²⁰ Литвинов П.П. Англо-русский словарь многозначных слов / English-Russian Polysemantic Words Dictionary. БАКО, Москва, 2005, – С. 336.

– oxirgi bo‘lim inglizcha illyustratsiyaning o‘zbekcha tarjimasidan iborat bo‘ladi:

Mashinangizning tashqi ko‘rinishini yaxshi holatda saqlang. Siz bu ishni shu yerga kelib yashash sharti bilan qo‘lga kiritishingiz mumkin. Ular juda yomon sharoitlarda yashaydilar. Bu sportchi hozirda yaxshi jismoniy holatda emas. Yoshlar kattalarni hurmat qilish ruhida tarbiyalanganlar.

Bosh so‘zni leksikografik semantizatsiyalashda leksikografik pometalar (label, the glosses) ham muhim rol o‘ynaydi. Pometa lug‘atda foydalanuvchiga qo‘shimcha ma‘lumot berish maqsadida qo‘llangan muayyan so‘z yoki birikmaning shartli qisqartmasi bo‘lib, izohlanayotgan til birligining turkumi, fonetik sharhi, morfologik shakli, etimologiyasi, uslubiga doir ma‘lumotlarga ishora qiladi. Pometa lug‘at turi, tili va maqsadidan kelib chiqib turlicha bo‘lishi mumkin. Xususan, V.V.Dubichinskiy va L.P.Stupin pometaning faqat to‘rtta turini – status label, regional label, functional label, subject label ni ajratadi. Fonetik sharhni u lug‘at maqolaning alohida komponenti deb olsa, V.P.Berkov esa uni pometaga kiritadi. Ko‘p ma’noli so‘zlarning ikki tilli o‘quv lug‘atida pometalarning, asosan, quyidagi ko‘rinishlari uchraydi: 1) fonetik pometalari (transkripsiya); 2) грамматик пометалар (сўз туркуми: a. (adjective / sifat), adv. (adverb / ravish), n. (noun / ot), v. (verb / fe‘l); lug‘aviy-mazmunii guruhi: num. card. (numeral cardinal / sanoq son), num. ord. (numeral ordinal / tartib son); morfologik shakliga ishora quluvchi: imp. (imperative / buyruq mayli), inf. (infinitive / infinitiv), pass. (passive / majhul nisbat); sintaktik pometalari: attr. (attributive / aniqlovchi), predic. (predicative / qo‘shma kesimning ot qismi).

Illyustrativ misol – lug‘at maqolaning tarjima-izoh qismida taqdim etilgan barcha ma‘lumotlarning didaktik talablarga muvofiqligi, lug‘atga qo‘yilgan lingvistik va didaktik mezonlarga mos kelishi, frazeologik ma‘no, ya‘ni izohning to‘g‘ri va aniqligini tasdiqlash maqsadida keltirilgan asos²¹. Leksemaning bir-biridan ancha uzoqlashgan ifoda semalari, mustaqil semantik imkoniyatlarini ochib berishda ham, uni shakldoshlikdan farqlashda ham illyustratsiyaning roli muhim.

Ikki tilli lug‘atlarda ko‘p ma’noli so‘zlarga oid lug‘at maqola quyidagi mikroqurilmadan tashkil topadi:

I. Bosh so‘z talqiniga oid hudud:

- 1) bosh so‘z (*main, entry, entry word, catch word, headword*,)ning orfografik shakli.
- 2) fonetik xarakteristikasi – transkripsiyasi (*keys to the transcription*);
- 3) grammatik xarakteristikasi – so‘z turkumi, grammatik shakli bilan bog‘liq pometalari (*functional label*).

II. Tarjima-izoh hududi:

- 1) bosh so‘zning tarjimadagi muqobili (*sense, meaning of the word*);
- 2) har bir hosila ma‘noning tarjimadagi muqobili va izohi (*the lexicographic definition*): a) so‘zning qo‘llanish sohasi, makon va zamonga ko‘ra chegarasi

²¹ Ражабова З.И. Ўзбек ўқув фразеографиясининг лингвистик аспекти: Филол. фанлари бўйича фалсафа доктори (PhD). дисс. Қарши, 2022, – Б.87.

haqidagi pometalalar (*status label, regional label, subject label*); b) sinonimlari (zarur hollarda); v) birikuvchilari, sintaktik valentligi (*cross reference*); g) etimologik sharh; d) illyustrativ asos (*verbal illustration, quotation, the exemplification*), e) manbaga havolalar.

Uchinchi bob “**O‘zbekcha-inglizcha, inglizcha-o‘zbekcha o‘quv lug‘atida kontekstual ma’nolarni talqin qilishning lingvistik va didaktik asoslari**” deb nomlanadi. Birinchi band “*Inglizcha-o‘zbekcha va o‘zbekcha-inglizcha o‘quv lug‘atlarida ko‘p ma’noli so‘z ma’nolarini farqlash muammolari*” tahliliga bag‘ishlanadi. Mavjud lug‘atlarda ko‘p ma’noli so‘zlarning leksikografik semantizatsiyasi zamonaviy o‘quv leksikografiyasining innovatsion konsepsiyalariga to‘la mos kelmaydi. Aniqrog‘i, polisemantik so‘zning denotativ va konnotativ ma’nolari – leksemaning atash semasi va ifoda, vazifa semalari farqlanmaydi. Bosh ma‘no – leksemaning atash semasini to‘g‘ri aniqlab olish, kontekstual ma’nolar sharhida xatolikka kam yo‘l qo‘yishga olib keladi. Masalan:

drop [drop] **1. n** 1) tomchi; **a ~ of rain** yomg‘ir tomchisi; 2) bir tomchi; qultum, ozgina; **a ~ of tea** bir qultum choy; 3) *pl tib.* tomchilar; 4) obaki; **chocolate ~s** shokoladga belangan obaki; 5) tushish, pasayish; **a great ~in prices (temperature)** narxlarning (haroratning) keskin tushishi; **2. v** 1) tomchilamoq, tomib tushmoq; 2) tushmoq, tushib ketmoq, tushirib yubormoq; **to ~ a book** kitobni tushirib yubormoq; 3) tashlamoq, tushirmoq; **to ~ anchor** langar tashlamoq; 4) yiqilmoq, tashlamoq, tushmoq; **to ~ into a chair** stulga o‘tirmoq; 5) o‘lmoq, vafot etmoq (**~ off**); **men ~ ped like flies** odamlar pashshadek qirildi; 6) toshmoq, pasaymoq, kamaymoq, tinchimoq; **the production of oil ~ ped** neft qazib olish pasaydi; 7) tushmoq, tushirmoq; **her eyes ~ ped** u ko‘zlarini tushirdi; **to ~ across** tanbeh bermoq; jazolamoq; **to ~ away** tomchilab oqib ketmoq; bitta-bittadan bo‘lib ketmoq; **to ~ back** sport, harb. chekinmoq, orqaga qaytmoq; **to ~ behind** orqada qolmoq; **to ~ in** kirmoq, ko‘rgani kirmoq; **to ~ off** bittadan bo‘lib ketmoq, chiqmoq; birin-ketin chiqib ketmoq; tarqalishmoq²².

Ko‘rinib turibdiki, lug‘at maqolada **drop** leksemasi arab raqami bilan 1. va 2. tarzida ajratilgan, birinchisiga *n* pometasi qo‘yilgan. Demak, u ot. Tarjima izoh bu belgiga to‘g‘ri keladi – tomchi. Keyin uning ma’nolari izohlangan va har biriga so‘z birikmasi tarzida illyustratsiya keltirilgan: 1) tomchi; **a ~ of rain** yomg‘ir tomchisi; 2) bir tomchi; qultum, ozgina; **a ~ of tea** bir qultum choy; 3) *pl tib.* tomchilar; 4) obaki; **chocolate ~s** shokoladga belangan obaki; 5) tushish, pasayish; **a great ~in prices (temperature)** narxlarning (haroratning) keskin tushishi tarzida. Keyin 2 raqami bilan izoh davom etgan.

Ikki tilli lug‘atda ko‘p ma’noli so‘zlar semantizatsiyasi bilan bog‘liq yana bir muhim muammo – ko‘p ma’nolilik, ya’ni polisemiya va shakldoshlik – omonimiyani farqlash bilan bog‘liq. Masalan, inglizcha blitz leksemasi lug‘atda quyidagicha izohlanadi:

²² Bo‘tayeov Sh. English-Uzbek dictionary: 50 000 words and expressions. Inglizcha-o‘zbekcha lug‘at: 50 000 so‘z va ibora. “BAYOZ” nashriyoti Toshkent, 2013, – B. 219.

blitz [blits] **1.** *n nem.* 1) kutilmagan, nogahon (*hujum*); **2.** *v* bombardimon qilmoq²³.

E'tibor qilinsa, 1-ma'no talqinida *noun* (*n*) pometasi, 2-ma'no talqiniga *verb* (*v*) pometasi qo'yilgan. Ammo izohda berilgan so'zlar *kutilmagan* – sifatdosh, *nogahon* – ravish turkumiga mansub. *Bombardimon qilmoq* – fe'l. Demak, talqinda tushunarsizlik mavjud. Ma'lumki, ko'p ma'nolilik har doim bir turkum doirasida kuzatiladi. Ya'ni biri ot yoki sifat, biri fe'l bo'lmaydi. Blitz – ingliz tilida polisemantik so'zmi yoki omonim so'z? Lug'atda berilish tartibiga ko'ra u ko'p ma'noli so'z. Izohga ko'ra shakldosh so'z. O'rganishlarimiz asosida *blitz* so'zini inglizcha-o'zbekcha ko'p ma'noli so'zlar o'quv lug'atida quyidagicha talqin qilish maqsadga muvofiq deb hisoblaymiz:

I. blitz [blits] *noun nem.* blitz – chaqmoq, yashin. **1.** tezkor harakat; **2.** kutilmagan zarba, bombardimon, havo hujumi; **3.** fotografiyada suratga olish jarayonida yarq etib qisqa yorug'lik chiqaruvchi qurilma; **4.** shaxmat, shashka kabi o'yinlarda vaqt chegaralanadigan tezkor o'yin turi; **5.** Ikkinchi jahon urushi davrida Buyuk Britaniyani bombardimon qilish kampaniyasi nomi; **6.** Xalqaro lazer dalnometriyasi tomonidan boshqariladigan mikrosputnik nomi; **7.** stol o'yini turi

II. blitz [blits] *verb. nem* blitzkrieg – yashin chaqnashi, chaqmoq urishi. **1.** hujumga o'tmoq, bombardimon qilmoq, vayron qilmoq, zabt etmoq; **2.** shiddatli, yashin tezligida harakatlanmoq; **3.** kutilmagan zarba; **4.** yashin tezligidagi urush.

Shuningdek, inglizcha-o'zbekcha va o'zbekcha-inglizcha lug'atlarda ko'p ma'noli so'zlarni semantizatsiyalashda individual nutqiy ma'nolar va hosila ma'nolarning alohida ajratilishi, ya'ni bir-biriga juda yaqin bo'lgan nutqiy ma'nolarning, okkazional ma'nolarning lug'atda mustaqil hosila ma'no sifatida alohida berilishi bilan bog'liq. Masalan, *case* leksemasi talqinida kontekstual ma'nolar sirasida semantik jihatdan juda yaqin bo'lgan – *chamadon*, *quti* ma'nolarining alohida ajratilishi, terminlarning berilishi (yur. sud ishi) ham hosila ma'nolar va nutqiy ma'nolarni ajratishda murakkablikni keltirib chiqargan.

case [keis] **1.** *n* 1) hodisa, voqea; 2) yur. sud ishi; 3) chamadon; 4) quti; 5) gram. kelishik; **2.** *v* qutiga jovlashtirmoq.

“Inglizcha-o'zbekcha, o'zbekcha-inglizcha ko'p ma'noli so'zlar o'quv lug'atida bosh va hosila ma'nolar semantizatsiyasi”ga bag'ishlangan bandda ikki tilli lug'atlar tuzishdagi eng murakkab vazifa – bu so'zning tarjima muqobilini topish, ma'nosini izohlash, unga asos keltirish xususida so'z boradi. O'quv lug'atida hosila ma'nolar semantizatsiyasida polisemantik so'zning birikuvchilari – semantik valentligi muhim rol o'ynaydi. Masalan, *nightshade* leksemasining nutqiy qurshovda voqelanishi bilan bog'liq birikuvchilariga *black* ~ qora ituzum; *deadly* ~ uyqu karaxtligi kabilarning keltirilishi mavhumlikni keltirib chiqargan: **nightshade** ['naitfeɪd] *n bot.* ituzum; **black** ~ qora ituzum; **deadly** ~ uyqu karaxtligi²⁴. *deadly nightshadening uyqu karaxtligi* tarzida izohlanishi har qanday foydalanuvchi uchun tushunarsiz.

²³ Bo'tayev Sh. Inglizcha-o'zbekcha, o'zbekcha-inglizcha lug'at (80000 so'z). “O'qituvchi” nashriyot-matbaa ijodiy uyi, Toshkent, 2013, – B. 93.

²⁴ Bo'tayev Sh. English-Uzbek dictionary: 50 000 words and expressions. Inglizcha-o'zbekcha lug'at: 50 000 so'z va ibora. “BAYOZ” nashriyoti. Toshkent, 2013, – B.456.

Manbalarda keltirilishicha, *deadly nightshade* ituzumning *atropa belladonna*, *наслен смертоносный*, *смертельный наслен* nomlari bilan yuritiluvchi maxsus turi. Nomidan ko‘rinib turibdiki, *deadly nightshade* (o‘lik tungi soya) o‘ta zaharli, biroq o‘rmon hayvonlari uni iste‘mol qiladi, tibbiyotda dorivor xususiyatlaridan foydalaniladi. Mazkur terminni o‘zbekcha *o‘lim sharpasi* deb tarjima qilish maqsadga muvofiq. Lug‘atda *uyqu karaxtligi* izohining paydo bo‘lishi ushbu so‘zning semantik taraqqiyoti – atoqli otga aylanishi bilan bog‘liq. Masalan, mashhur Wiki Gamer Escape elektron o‘yining xavfli zonalariga nom bo‘lib ko‘chgani va boshqalar sabab bo‘lgan. Lug‘at mualliflar semantizatsiyaga shu nuqtai nazardan yondashgan. Demak, *nightshade* polisemantik so‘z emas. Uni lug‘atda quyidagicha izohlash tavsiya etiladi:

nightshade [ˈnaɪtfeɪd] *n bot.* ituzum; **black** ~ qora ituzum; **deadly** ~ ituzumning xavfli navi nomi.

Ikki tilli lug‘atlarda polisemantik so‘zning quyidagi lisoniylashmagan nutqiy ko‘chma ma’nolariga izoh berish talab etilmaydi: 1) ijodkorlar tomonidan poetik maqsadda qo‘llangan, adabiy tilda uchramaydigan nutqiy ma’nolar; 2) ayrim ilmiy asarlarda vaziyat taqozosiga ko‘ra shartli ravishda ishlatilgan ko‘chma ma’nolar; 3) qo‘llanishi chegaralangan terminologik ma’nolar; 4) tor doirada ishlatiladigan dialektal ma’nolar; 5) tarixiy yoki ijtimoiy, siyosiy eskirgan, arxaik ma’nolar; 6) faqat so‘zlashuv nutqida uchraydigan yoki ijtimoiy chegaralangan jargon, sleng, vulgarizm, varvarizm sifatida qo‘llanadigan ma’nolar.

Uchinchi band “*Inglizcha-o‘zbekcha, o‘zbekcha-inglizcha ko‘p ma’noli so‘zlar o‘quv lug‘atida o‘quv-metodik qurilma va mashq-ilovani shakllantirishning lingvodidaktik asoslari*” deb nomlanadi. Lug‘at uchun har bir detalni tanlashda didaktik nuqtai nazardan yondashmoq lozim. Bu, ayniqsa, lug‘atning metodik bo‘limlari – **o‘quv-uslubiy kompleks va mashq-ilovalarni** tayyorlash ishiga jiddiy qarashni talab etadi. Lug‘at mualliflari bu qismlarni yozishda faqat lingvist emas, metodist, pedagog, psixolog sifatida harakat qiladi. Mashq va topshiriqlar tizimini shakllantirishda o‘quvchining polisemantik so‘z ma’nolarini eslab qolishi, mavzuni o‘zlashtirish samaradorligini oshirishga qaratilgan topshiriqlarga keng o‘rin beriladi. Buning uchun rus tili orqali yoki to‘g‘ridan-to‘g‘ri ingliz tilidan o‘zlashgan inglizchi so‘zlar ro‘yxati keltirilib, uning asl manbai, etimologiyasiga doir ma’lumotlar keltirilishi va semantik taraqqiyot qaysi tilda yuz berganini aniqlash bo‘yicha topshiriqlar tizimi ilova qilinishi mumkin. Bunda polisemantik so‘zning etimologiyasi – semantik taraqqiyot asli qaysi tilda yuz bergani aniqlanadi. Shuningdek, lug‘atga o‘zbekcha va inglizcha polisemantik so‘zlar ro‘yxatini ilova qilish hamda eksperimental tekshirishlar orqali ularning ingliz tilidagi qaysi ma’nolarining o‘zbek tilida, o‘zbek tilidagi ma’nolarning ingliz tilida muqobili mavjud emasligini aniqlash va jadval tarzida alifbo tartibida berish ko‘p ma’noli so‘zlarning ma’nolarini amaliy o‘zlashtirish samaradorligini yanada oshiradi.

O‘quv-metodik qurilma foydalanuvchining lug‘at bilan muloqot qilishga o‘rgatishga doir ko‘rsatmalar to‘plami bo‘lib, unda lug‘atning tuzilishi, ish tartibi, semantizatsiya bilan bog‘liq jarayonlar, lug‘atda qo‘llangan pometalalar, leksikografik

simvolika haqida ma'lumot beriladi. Lug'at ustida ishlashga doir qoidalar sodda shaklda taqdim etiladi va har bir ko'rsatma, qoidaga lug'atdan misol keltiriladi.

XULOSA

1. Ilk lug'atlar sof ta'limiy maqsadda tuzilgan lug'at-qo'llanmalar bo'lib, asosan, ikki tilli bo'lgan. Xususan, turkiy (o'zbek) lug'atchilik ham ikki tilli lug'atlar negizida shakllangan. Lug'atchilikning boshlanishi o'quv lug'atlari bilan bog'lansa, o'quv lug'atchiligining paydo bo'lishi ikki tilli lug'atlarga borib taqaladi.

2. Inglizcha-o'zbekcha, o'zbekcha-inglizcha lug'atlar arxitektonik tarkibiga ko'ra makro-, mikro-, multi-, medioqurilmalarning o'zaro iyerarxik munosabatiga asoslangan megatizim hisoblanadi.

3. Inglizcha-o'zbekcha va o'zbekcha-inglizcha korpusga asoslangan ikki tilli lug'atlar uchun ko'p ma'noli so'zlarni tanlashda xronologik (polisemiyaga tarixiy nuqtai nazardan yondashish), ortologik (adabiy tilning joriy me'yorlari nuqtai nazaridan yondashish), funksional-uslubiy (polisemantik so'z ma'nolarini farqlash, yozma nutqning turli uslublariga munosabati jihatidan yondashish) mezonlar yetakchilik qiladi.

4. Ikki tilli lug'atlar mikroqurilmasi qismlarining barchasi bir xil muhimlikka ega emas. Ular ichida **majburiy** (bosh so'zning tarjimadagi muqobili, hosila ma'nolarning tarjimadagi ekvivalenti, transkripsiyaga asoslangan fonetik pometa, grammatik pometalari, bosh va ko'chma ma'nolar izohiga illyustrativ misollar) va **ixtiyoriy** – fakultativ qismlar (etimologik ma'lumot, manbaga havola) farqlanadi.

5. Aksariyat inglizcha-o'zbekcha lug'atlar boshqa tilda yaratilgan shu nomli lug'atlar bazasida tuzilgan bo'lib, polisemantik so'zlar semantizatsiyasida ham o'zga til andozalaridan foydalanish ustunlik qiladi. Ko'p ma'nolilik milliy hodisa bo'lgani sababli mazkur lug'atlarda kontekstual ma'nolar talqinida nomutanosiblik yuzaga kelgan. Bu esa hodisaga ta'lim oluvchining ikkinchi tilni o'zlashtirishdagi qiyinchiliklarini hisobga olgan holda ingliz va o'zbek tilidagi ko'p ma'noli so'zlarning ma'nolarini talqin qilishning lingvistik va metodik asoslarini aniqlash zaruratini yuzaga keltirgan.

6. O'zbekcha-inglizcha lug'atlar o'zbek tilida sanoqli bo'lib, ular megaqurilishiga ko'ra ham, korpusiga ko'ra ham, mazmunan ham u qadar mukammal emas. Bunday lug'atlarda deyarli ko'chma ma'nolar izohlanmaydi, shunchaki so'zning bosh – denotativ ma'nosigagina izoh beriladi. Bu esa o'zbek o'quv leksikografiyasida o'zbek tilini o'rganilayotgan til sifatida talqin qilishga asoslangan o'zbekcha-inglizcha lug'atchilik tarmog'i taraqqiy etmaganidan darak beradi.

7. Inglizcha-o'zbekcha yoki o'zbekcha-inglizcha ko'p ma'noli so'zlar lug'atini tuzish o'rganilayotgan ikkinchi tildagi polisemantik so'zlarni bitta lug'at maqola tarkibida yig'ish va lingvistik talqin qilish, kontekstual ma'nolarni muhimlik darajasiga ko'ra lug'at mikroqurilmasida joylashuv o'rinini aniqlash, o'zbek tilini o'rganuvchilar uchun mo'ljallangan o'zbekcha-inglizcha ko'p ma'noli so'zlar lug'ati kontentini boyitish imkonini beradi.

8. Ingliz tili ko'p ma'noli so'zlarining leksikografik semantizatsiyasini ishlab chiqish ingliz tili qurilishi va o'zbek tilining o'zaro aralashuvini hisobga olgan holda

kontekstual ma'nolarning ko'p qirrali xususiyatlari tahlili asosida amalga oshiriladi. Ikki tilli o'quv lug'ati nafaqat inglizcha yoki o'zbekcha so'zlarning ko'p qirrali tavsifini, balki o'quvchilar tomonidan faol o'zlashtirilishi uchun mo'ljallangan materiallarni ham o'z ichiga oladi. Bu esa ingliz va o'zbek tillari leksikasi bo'yicha ko'plab mashqlarni tuzish, shuningdek, lug'at ishlarini tashkil etishga xizmat qiladi.

9. Ikki tilli o'quv lug'atida polisemik so'zlarning kontekstual ma'nolarini semantizatsiyalash uchun bosqichda amalga oshiriladi: 1) ko'p ma'noli so'zning ayrim kontekstual ma'nolarini (eskirgan, hududiy chegaralangan; sotsial chegaralangan, okkazional) chiqarib tashlash; 2) polisemantik so'zning bir-biriga juda yaqin bo'lgan, semantik jihatdan sezilarli farqlanmaydigan ma'nolar izohini olib tashlash; 3) farqli tomonini ajratib bo'lmaydigan ma'nolarni birlashtirib, bir joyda izohlash va shu izohga mos illyustratsiya berish.

10. Ikki tilli o'quv lug'atlari mikroqurilmasi – lug'at maqola ikki qism: 1) bosh so'zga oid semantizatsiya; 2) kontekstual ma'nolar semantizatsiyasidan tashkil topadi. Birinchi qismda bosh so'zning etimologiyasi, adabiy til uchun me'yoriy deb qabul qilingan ortologik shakli, imlosi va fonetik xarakteristikasi – transkripsiyasi va grammatik ma'lumot (so'z turkumi, morfologik shakli), ikkinchi – tarjima-izohga tegishli bo'linga dastlab polisemantik so'zning bosh ma'nosi, keyin shu tilda ifodalaydigan hosila ma'nolari qora qalin arab harfi bilan raqamlanib, ketma-ket keltiriladi. Har bir izohga ingliz va o'zbek tillarida illyustratsiya keltiriladi.

11. Ikki tilli lug'atlarda ko'p ma'noli so'z ma'nolari talqinida eng ko'p yo'l qo'yiladigan xatolar: 1) bosh ma'no va hosila ma'nolarning farqlanmasligi; 2) polisemiya va omonimiyaning aralashtirib yuborilishi; 3) nutqiy kontekstual ma'nolarning lug'atda alohida ajratilishi bilan bog'liq.

12. Polisemantik so'zlarning ikki tilli lug'atida foydalanuvchilarga tavsiya etilgan mashqlarni bajarish uchun lug'atda material mavjud bo'lishi, ya'ni o'quvchi mazkur topshiriqni bajarishi uchun to'liq ma'lumot bilan ta'minlanishi; mashqlar uchun olingan material o'quv lug'atining lug'at maqolasi tarkibiy qismlarida keltirilgan ma'lumotlar bilan o'zaro bog'liq bo'lishi, bir-birini tasdiqlashi, polisemantik so'zlarning ma'nolari va nutqiy reallashuvi, kontekstual ma'nolarini o'rganishga mo'ljallab tuzilgan bo'lishi kabi lingvodidaktik talablarga javob berishi kerak.

Shundagina u nafaqat begona tilning ichki semantik imkoniyatlarini o'rgatishda, balki o'quvchining o'z ona tilisida so'z boyligini oshirish, muloqot etikasini o'zlashtirishi hamda ingliz tili grammatikasi bo'yicha bilimlarini oshirishda ham ma'lumotnoma, ham izohli lug'at, ham o'quv qo'llanma vositasi bo'lib xizmat qila oladi.

NASHIROVA SHAKHNOZA BURIEVNA

**LEXICOGRAPHIC INTERPRETATION OF POLYSEMIC WORDS IN
BILINGUAL LEARNING DICTIONARIES
(in the example of English-Uzbek and Uzbek-English bilingual dictionaries)**

**10.00.06. - Comparative Study of Literature, Comparative Linguistics and
Translation Studies**

**DISSERTATION ABSTRACT FOR THE DOCTOR OF PHILOSOPHY
DEGREE (PhD) OF PHILOLOGICAL SCIENCES**

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Scientific supervisor:

Bakhriddinova Bashorat Madiyeva
Doctor of Philological Sciences, Professor

Official opponents:

Mamatov Abdi Eshonkulovich
Doctor of Philological Sciences, Professor

Islomov Ikrom Khushbokovich
Doctor of Philological Sciences

Leading institution:

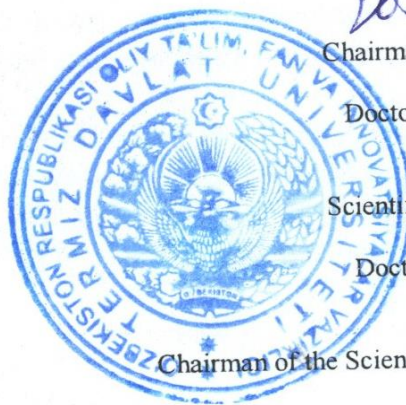
Samarkand State University

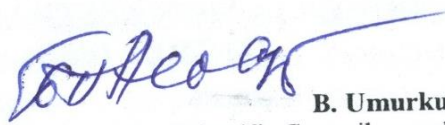
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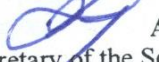
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B. Umurkulov
Chairman of the Scientific Council awarding Scientific Degrees,
Doctor of Philological Sciences, Professor.


A. Eshmuminov
Scientific Secretary of the Scientific Council awarding Scientific Degrees,
Doctor of Philological Sciences, Professor


P. Bakirov
Chairman of the Scientific Seminar at the Scientific Council awarding Scientific Degrees,
Doctor of Philological Sciences, Professor.

Introduction (abstract of the dissertation of the Doctor of Philosophy (PhD))

The relevance and necessity of the topic of the dissertation. At the present stage of World linguistics, attention to the study of language has increased in connection with its native speaker, its national mentality, and culture. Polysemous words form the basis of the vocabulary layer of each language, and therefore most of them, as a rule, contain minimum mandatory dictionaries – lexical minimums compiled for students of a particular language, textbook, and extra sources of information. Bilingual educational dictionaries play an important role in the full disclosure in another language of the expressive possibilities of polysemous words peculiar to languages with different genetic bases, in particular, the form of information presented in these dictionaries, ways of interpreting the meanings of speech derivatives.

In world linguistics, research is being conducted aimed at a systematic approach, both theoretically and practically in a synchronous aspect, to the speech realization of the linguistic capabilities of lexical units of a language, in particular, to the provision of linguistic interpretation in monolingual, multilingual dictionaries, to the full disclosure of a rich semantic property, the possibility of expression. The irrefutable status of the English language in the international arena, the transformation of artificial intelligence into the main means of communication in the computer age, and, importantly, serving to unite the peoples of the world in various spheres of economic, political, and cultural life, further increase the demand for means of its rapid and effective learning. In this situation, the problems associated with understanding the semantic facets of polysemous words of the English language and explaining the derived meanings of polysemous words of the Uzbek language realized in various speech environments, with the development of its linguodidactic support, with the definition of ways of lexicographic interpretation of contextual meanings in English-Uzbek, Uzbek-English educational dictionaries are still relevant.

In recent years, a lot of work has been done in our country to develop the state language and improve the language policy¹. At the same time, strengthening relations with foreign countries, increasing the role and prestige of our native language at the international level on the basis of learning a foreign language, developing communication with other developed languages of the world, providing foreigners living abroad, as well as foreigners wishing to learn Uzbek, the opportunity to easily and quickly master their native language using modern pedagogical and information and communication technologies. Learning foreign languages has also become a social necessity for the creation of educational tools. One of the priority directions of the development of the state language is defined as “increasing the role and prestige of the state language at the international level, the development of foreign cooperation in this direction”. Large-scale work in this area poses urgent tasks for us to create modern language teaching tools designed for all levels of continuing education - educational dictionaries, information banks, and lexical, and grammatical

¹ On measures to further development of Uzbek language and improvement of language policy in our country. Decree of the President of the Republic of Uzbekistan dated 20.10.2020 No. PD-6084 // <https://lex.uz/docs/5058351>

minimums. The relevance of the research is that it aims to identify the principles of lexicographic interpretation of specific aspects of lexico-semantic relations in Uzbek and English in English-Uzbek and Uzbek-English bilingual educational dictionaries.

Appeals of the President of the Republic of Uzbekistan to the Supreme Assembly and the people of Uzbekistan dated December 20, 2022, No. PD-60 dated January 28, 2022 “On the new development strategy of Uzbekistan for 2022-2026” No. PD-6084 dated October 20, 2020 “On the further development and improvement of the Uzbek language in our country” improving the language policy from October 21, 2019, No. PD-5850 “On measures to radically increase the prestige and status of the Uzbek language as the State Language”; Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 19, 2021, No. PD-5117 “On measures to bring activities to promote the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level”; Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan dated January 19, 2022 No. 34 “On additional measures to improve the study of foreign languages”, dated May 19, 2021, No. 312 “On measures to effectively organize the popularization of foreign language learning” and other regulatory legal acts related to this activity, this thesis serves to a certain extent for the implementation of the objectives set in the work of tasks.

Compliance of research with priority directions of development of science and technology of the Republic. This research is an important stage in the development of the science and technology of the Republic. It was carried out in accordance with the priority direction “Formation of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual and educational development of an informed society and a democratic state”.

The degree of knowledge of the problem. The role of educational dictionaries in improving the effectiveness of language teaching led to increased attention to their study in world linguistics by the middle of the last century. Although educational dictionaries are the oldest genre of vocabulary, they were still studied within the general vocabulary until the mid-twentieth century.

In the formation of the theory of educational lexicography, V.G.Gak, P.N.Denisov, V.V.Morkovkin, Novikovs² contributions were great, and in the formation of linguodidactic, linguomethodological study of bilingual educational dictionaries S.Grenger, M.Paquot, L.Kernerman, B.Atkins, M.A.Skopin, L.G.Sayakhov, T.V.Zherebilo, and L.K. Berkins, Mullagaliev³ had a great impact. At the same time, V.S. Plekhov, L.I. Jalalova, A.G. Karuns, V.N. Gorbenko, Z.V.

² Гак В.Г. Общие вопросы учебной лексикографии. – Москва: Русский язык, 1977.; Гак В.Г. Учебный словарь – краткая энциклопедия языка // Русский язык за рубежом Москва, 1971, – С. 39-42.; Денисов П.Н. Основные проблемы теории лексикографии: Автореф. дис. докт. филол. наук. АН СССР, Ин-т рус. яз., Москва, 1976, – С. 43.; Морковкин В.В. Основы теории учебной лексикографии: Дисс. докт. филол. наук. (в форме научного доклада): Институт русского языка им. А.С.Пушкина, Москва, 1990, – С. 72.; Новиков Л.А. Учебная лексикография и её задачи // Вопросы учебной лексикографии / Под. ред. П. Н. Денисова и Л. А. Новикова. Изд-во Моск. ун-та, Москва, 1969. – С. 3-15.

³ Скопина М.А. Проблема отбора лексического материала в учебной лексикографии: Автореф. дис. канд. филол. наук. Москва, 1975, – С. 21.

Tapova, and V.L. Kozlov's⁴ works devoted to the linguistic interpretation of polysemous words in bilingual dictionaries appeared in theoretical lexicography.

For the first time in Uzbek linguistics, educational dictionaries have been specially studied as an object of lexicography since the second half of the last century. But the first research in this direction in the former Soviet period was conducted on Russian-Uzbek, Uzbek-Russian bilingual dictionaries compiled for the purpose of teaching Russian in national schools at the request of the epoch. In particular, K.A.Sharafiddinova, S.F.Akobirov, M.X.Tokhtakhodjaeva, M.S.Soliev, M.M.Abdurakhimov, B.T.Khaitov, T.A.Bushuy, U.S.Tursunova, G.A. Kallibekov's⁵ research is devoted to the principles of compiling bilingual educational dictionaries based on the Russian language, ways of revealing the meaning of words in bilingual educational dictionaries, lexicographic interpretation of terms in bilingual educational dictionaries, problems of bilingual lexicography, interpretation of phraseological units and aphorisms in bilingual dictionaries, linguodidactics of the transmission of polysemous words in bilingual dictionaries, is devoted to highlighting the basics.

Even in the years of independence, work was carried out in this area, in particular, I.A. Siddikova's PhD work on the reduction of synonyms of adjectives in educational dictionaries⁶, G.I. Even in Boboeva's research on the linguistic foundations of the semantics of lexical units in bilingual dictionaries, the object is mainly Russian-Uzbek bilingual dictionaries⁷.

In recent years, in particular, after the doctoral work of B. Bakhriddinova "Educational dictionaries in Uzbekistan: linguistic foundations, history and prospects", educational dictionaries have reached a new level in Uzbek linguistics⁸. Educational dictionaries has become the object of Z.Rakhmatova, Z.Radzhabova,

⁴ Плехов В.С. К словарному толкованию многозначного слова. - В кн.: Вопросы теории и методики преподавания ин. яз. Гос. пед. ин-т. Вып.5. Красноярск, 1973, - С. 60-64.; Джалалова Л.И. Семантизация многозначных слов в национальной (узбекской) школе. В сб.: Методы и формы обучения русскому языку в национальной аудитории. Вильнюс, 1977, - С. 48-50.; Карунц А.Г. Полисемия и управление глаголов в толковых словарях русского языка (на материале глаголов звучания). В кн.: Вопросы русского языка, литературы и методики преподавания. Сборник научных трудов, т.255. Ташкент, 1978, - С. 21-30.;

⁵ Шарафутдинова К.А. Раскрытие значения слова в двуязычном словаре. Ташкент, 1968, - С. 84.; Акабиров С.Ф. Лексикографическая разработка терминологии в двуязычных словарях (на материале русско-узбекского и узбекско-русского словарей): Дисс. канд. филол. наук. Ташкент, 1969, - С. 317.; Тохтаходжаева М.Х. Двуязычные учебные словари и принципы их составления. - Ташкент, 1981, - С.183.; Салиев М.С. Сопоставительные исследования как основа двуязычной лексикографии \ Республиканская научная конференция «Вопросы сравнительной типологии». Ташкент, 1981. Абдурахимов М.М. Узбекская языковая афористика как объект системы учебных двуязычных словарей (на материале узбекского и русского языков): Автореф. дисс. канд. филол. наук. - Ташкент, 1982, - С. 17.; Хайитов Б.Т. Фразеологические единицы русского языка в двуязычном словаре (нормативно-стилистический аспект): Автореф. дисс. канд. филол. наук - М., 1987, - С. 26.; Бушуй Т.А. Фразеология русского языка в двуязычном словаре: дисс. канд. филол. наук. Самарканд, 1989, - С.250.;

⁶ Сиддикова И.А. Семантизация прилагательных в учебном узбекско-русском синонимическом словаре: Автореферат дисс. канд. филол. наук. Ташкент, 1995, - С.21.

⁷ Бобоева Г.И. Лингвистические принципы семантизации лексических единиц в двуязычном учебном словаре: Дисс. канд. филол. наук. Душанбе, 2007, - С.177.

⁸ Бахриддинова Б.М. Ўзбекистонда ўқув лўғатчилиги: лингвистик асослари, тарихи ва истиқболлари: Филол.фан. доктори (DSc) дисс. Самарканд, 2020, - Б. 252.

G.Amirkhanova, Sh. Nabievas⁹ works directly, and became B.Daniyarov, S.Normamatov, L.Nematov, U.Kholiyorov, O.Shukurovs¹⁰ works indirectly.

The connection of the research topic with the plans of the research work of the higher educational institution in which the dissertation is being performed.

The dissertation was carried out within the framework of the research on the topic “Theoretical and practical issues of Uzbek linguistics”, which is part of the research plan of Karshi State University.

The aim of the study is to identify modern methods and linguodidactic principles of lexicographic interpretation of polysemous words in English-Uzbek and Uzbek-English educational dictionaries.

The objectives of the study are coverage of problems related to the lexicographic interpretation of the meanings of polysemous words in bilingual educational dictionaries;

substantiation of the fact that the English-Uzbek, Uzbek-English dictionaries architecturally represent mega-systems based on hierarchical relationships of macro-, micro-, multi-, media systems;

criteria for the selection of polysemous words for bilingual dictionaries based on the English-Uzbek and Uzbek-English corpora and the definition of the stages of semanticization of the meanings of speech derivatives; development of linguistic and didactic bases of differentiation of speech derivatives of the meanings of polysemous words in the English-Uzbek and Uzbek-English educational dictionary;

the speech derivative serves to differentiate meanings in bilingual educational dictionaries, confirm the authenticity and presence of a translation and explanatory note in the language, reveal the role of an illustrative reference in clarifying its semantic, syntactic valence;

development of recommendations for improving the content (content) and level of Uzbek-English dictionaries based on the interpretation of the Uzbek language as the language being studied, improving the vocabulary by harmonizing the experience of the world’s educational vocabulary.

⁹ Раҳматова З.Х. Мактабгача ёшдаги болалар нутқини ўстиришнинг лингвистик асослари. Филол. фанлари бўйича фалсафа доктори (PhD). дисс. Қарши, 2021, –Б.141.; Ражабова З.И. Ўзбек ўқув фразеогрфиясининг лингвистик аспекти: Филол. фанлари бўйича фалсафа доктори (PhD). дисс. Қарши, 2022, – Б.145.; Mirhanova G.R. Sinonim soʻzlar oʻquv lugʻatining umumiy tuzilishi // “Yosh tadqiqotchi” ilmiy elektron jurnali, Vol. 1 No. 2 (2022), –V.173-178.; Nabiyeva Sh.I. Ortologik oʻquv lugʻatlar taraqqiyoti va muammolar // Til va adabiyot taʼlimi. 5-son. Toshkent, 2022, –B. 38-41.

¹⁰ Нормаматов С.Э. Ўзбек луғатчилигининг шаклланиши ва ривожланишида жадид маърифатпарварларининг ўрни. Филол. фан. доктори (DSc) дисс. Тошкент, 2019, – Б. 250.; Дониёров Б.Х. Ўзбек тили лексик синонимларининг лисоний ва нутқий муносабати: Филол.фан. доктори (DSc) дисс. автор. Самарқанд, 2020, – Б.69.; Неъматова Л.Х. Мустақиллик даври ўзбек луғатчилигида тил ва маданият муштараклиги муаммоси: Филол.фан. доктори (DSc) дисс. Бухоро, 2021, – Б.252.; Эшмўминов А. Ўзбек тили миллий корпусининг синоним сўзлар базаси. Филол. фан. бўйича фалсафа доктори (PhD) дисс. Қарши, 2019, – Б.131.; Холиёров Ў.М. Ўзбек тили таълимий корпусини тузишнинг лингвистик асослари: Филол. фанлари бўйича фалсафа доктори (PhD). дисс. Термиз, 2021, – Б.147.; Шукуров О.У. Ўзбек тили замонавий ўзлашмаларининг эволюцияси, трансформацияси ва лексикографик талқини масалалари (мустақиллик даври): Филол.фан. доктори (DSc) дисс. Қарши, 2022, – Б.252.

Polysemous words in English and Uzbek languages were chosen as the object of the study.

The subject of the study is the linguodidactic foundations of lexicographic interpretation of polysemous words in English-Uzbek, and Uzbek-English dictionaries.

Research methods. The dissertation uses methods of comparative-historical, descriptive (synchronous analysis) analysis of the semantic structure of polysemous words of the English and Uzbek languages; distributive, transformational in differentiating contextual meanings; component analysis in determining the scale of speech-derived meanings.

The scientific novelty of the study is as follows: based on the fact that the English-Uzbek, Uzbek-English dictionaries are architecturally a mega system based on hierarchical relationships between macro-, micro-, multi-, medio installations;

the criteria for selecting polysemous words and the stages of semanticizing the meanings of the speech derivative are determined for bilingual dictionaries based on the English-Uzbek and Uzbek-English corpora;

linguistic and didactic bases for the differentiation of speech derivatives of the meanings of polysemous words have been developed in the educational English-Uzbek and Uzbek-English dictionaries;

the role of an illustrative reference in differentiating the meanings of a speech derivative, confirming the authenticity and presence of a translation and explanatory note in the language, and clarifying its semantic, syntactic valence is revealed in bilingual educational dictionaries; when choosing polysemous words in English-Uzbek educational dictionaries, it is necessary to rely on the national characteristics of the Uzbek language and methodological support for teaching, and not on international lists – lexical minimums intended for teaching foreigners English;

Recommendations have been developed to improve the content (content) and level of Uzbek-English dictionaries based on the interpretation of the Uzbek language as a studied one, to improve the vocabulary by harmonizing the experience of the world educational vocabulary.

Practical results of the study: it has been scientifically proven that the English-Uzbek or Uzbek-English multivalued dictionary allows you to collect and linguistically interpret the polysemous words of the studied second language within one dictionary entry, determine the place of contextual meanings in the micro installation of the dictionary according to the degree of importance, enrich the context of the Uzbek-English multivalued dictionary intended for Uzbek language learners.

It is scientifically proved that the development of lexicographic semantics of polysemantic words of the English language is carried out on the basis of the analysis of polysemantic characteristics of contextual meanings, taking into account the interaction of the construction of the English language and the Uzbek language.

The reliability of the research results is determined by the fact that they are formulated on the basis of the methodology of linguistic analysis, the problem is clearly posed, the methods and theoretical data used are based on reliable sources and correspond to the subject of the study to these sources, conclusions and

recommendations are put into practice, the results obtained are confirmed by competent structures.

The scientific and practical significance of the research results. The scientific significance of the research results is explained by the coverage of discussions about the possibilities of expressing polysemous words in the Uzbek and English languages and distinguishing the ways in which derivative meanings arise, explaining issues related to the lexicographic interpretation of polysemous words, the possibility of their use in linguistics when conducting research on polysemic educational lexicography, translation theory.

The practical significance of the research results lies in the fact that exercises and tasks were applied to facilitate the assimilation of polysemous meanings of words, recommendations were developed to eliminate errors made in the interpretation of polysemous meanings of words in bilingual dictionaries, as well as to improve the effectiveness of teaching English, Uzbek languages in the system of continuing education, courses like “English”, “Native language” in secondary schools. Sciences, in the areas of philology of higher educational institutions “Lexicology, Semasiology of the modern Uzbek literary language”, are explained by the fact that they can be used in teaching sections of lexicography.

Implementation of research results. Based on the scientific results achieved in the process of determining the modern methods of lexicographical interpretation of blind words in English-Uzbek and Uzbek-English educational dictionaries and linguodidactic principles:

from the conclusions on the selection criteria of polysemous words for bilingual dictionaries based on English-Uzbek and Uzbek-English corpora and the stages of semanticization of speech-derived meanings carried out at Karshi State University. It was used in the scientific-practical project AIF-2/17 “New Technologies in The Organization of the Educational Process of Higher Education Institutions of Uzbekistan” (reference No. 03/151 of Karshi State University dated January 17, 2023). As a result, educational institutions use the purposeful use of language units in the educational process and interpersonal communication, the speech and communicative strategy in the educational process, and the effective use of bilingual educational dictionaries on the basis of digital technologies in the analysis of lexicographical issues served as a practical resource;

to determine the linguistic and didactic basis of distinguishing the derived meanings of polysemous words in English-Uzbek and Uzbek-English educational dictionaries, and the meaning of derived speech in bilingual educational dictionaries. from the conclusions obtained on distinguishing words, confirming the authenticity of the translation-explanation and its presence in the language, clarifying the role of illustrative reference in clarifying the semantic and syntactic valence, carried out at the Samarkand State Institute of Foreign Languages within the framework of the Erasmus+ program of the European Union for 2016-2018 S61624-EPP-1-2015-Uk-EPPkA2-CBHESP-ERASMUS+CBHE JMER: used in the scientific-practical project "Modernization and Internationalization of Higher Education System Processes in Uzbekistan" (Samarkand State Institute of Foreign Languages dated January 19,

2023, No. reference 92/30.02.01). As a result, according to the analysis issues of the dissertation, scientific and practical analysis of the issues of teaching in the process of the higher education system, including finding a non-standard (creative) solution of using textbooks in the language learning system and putting it into practice served as a resource;

the need to rely on the national characteristics of the Uzbek language and educational methodological support when choosing polysemous words for English-Uzbek educational dictionaries, based on the interpretation of the Uzbek language as a studied language it was used in the practical project S-UZ800-20-IN-106 “Virtual Workshop on Collaborative Action Research for English Teachers” (reference number 73-01 of Namangan State University dated February 7, 2023). Based on the results of the research, the content of the promotional work on increasing the prestige of the Uzbek language as a language of science in all fields has been perfected, as well as the proposals and recommendations put forward in the research, to create programs and manuals and educational dictionaries based on scientific news served to more effectively organize theoretical and practical work aimed at the development of education and culture.

Approbation of the results of the study. The results of the study were tested at 9 scientific and practical conferences, including 6 Republican and 3 international scientific and theoretical conferences.

Publication of the research results. In total, 18 scientific papers have been published on the topic of the dissertation, including 9 articles in scientific publications, 5 in Republican and 4 in foreign journals, in which the main scientific results of doctoral dissertations of the Supreme Attestation Committee of the Republic of Uzbekistan are recommended for publication.

The Structure and Scope of the Dissertation. The dissertation consists of an introduction, three chapters, a conclusion, and a list of references with a total volume of 132 pages.

THE MAIN CONTENT OF THE DISSERTATION

The introduction substantiates the relevance and necessity of the topic, substantiates the dependence on the priority directions of the development of science and technology of the Republic, indicates the degree of study of the problem, goals and objectives, object and subject, reveals scientific novelty, theoretical and practical significance, reliability of the results obtained, implementation, approbation, publication of the results, information about the structure and scope of the thesis is cited.

The first chapter is called “**The concept, history and problems of lexicographic interpretation of bilingual educational dictionaries**”. The first paragraph of the chapter, entitled “*Teaching foreign languages is becoming one of the priorities of educational policy and the need for bilingual educational dictionaries is increasing*” states that the basis of learning foreign languages, respect for the languages of other nations, first of all, is the expansion of communication opportunities, communication with the peoples of the world and, in addition, certain

material or spiritual interests, whose pace of life is extremely important not only to keep up with the times, but also to strengthen relations with foreign countries, perhaps, on the basis of learning a foreign language, to increase the role and prestige of our native language at the international level, to develop communication with other developed languages of the world, to create educational tools that will help our compatriots living abroad, as well as foreigners who want to learn Uzbek, to easily and quickly teach our native language using modern pedagogical and informational communication technologies. Languages are based on the fact that learning has become a social necessity. The nations of the world have long been in regular socio-political, cultural, and economic relations with each other. Naturally, in this process, there was an urgent need both for those who could freely communicate with other peoples in their language and for means of teaching this communication. Therefore, the need to learn foreign languages was very high even in the early days of human society, which gave rise to the need to create learning tools that facilitate the teaching of foreign languages. After all, ancient linguistics, or rather lexicography, confirms this by the fact that both the first samples and the first means of teaching in primary schools were lists – glosses and glossaries, dictionaries-textbooks compiled for the purpose of interpreting the meaning of unfamiliar words¹¹.

The irrefutable status of the English language in the international arena, the transformation of artificial intelligence into the main means of communication in the computer age and, importantly, serving to unite the peoples of the world in various spheres of economic, political, and cultural life, further increase the demand for means of its rapid and effective learning. Today, English-Uzbek and Uzbek-English bilingual dictionaries are an important tool in the bilateral interests of educating the younger generation in harmony with the times and improving the international status of the Uzbek language. Bilingual dictionaries perform two important tasks at the same time – to help the student understand the text written in a foreign language and to help the learner communicate in a language other than his native one.

To fully perform these tasks, it is necessary that the dictionary be compiled in both languages.

The second paragraph, entitled “*The emergence of educational dictionaries and the first bilingual dictionaries*”, examines the emergence of the concepts of educational dictionaries, as well as the appearance of the first language sources in the form of a dictionary, or rather, foreign lexical units incomprehensible to native speakers of a particular language, or the interpretation of complex words in ancient sources related to this language, in particular, is the content of the scriptures. It is based on the fact that the bilingual dictionary, compiled in order to serve the correct understanding, originated in the form of manuals – educational dictionaries. In particular, the bilingual glossaries found in the temple library in Nippur, dating back to four millennia BC, intended for communication between two completely different

¹¹ Сороколетов Ф. П. Общая и учебная лексикография. – Л.: Изд-во ЛГУ, 1985, – С. 57.; Bahriddinova B.M. O'zbekistonda o'quv lug'atchiligi: lingvistik asoslari, tarixi va istiqbollari: Filol.fan. doktori (DSc) diss. Samarqand, 2020, –B. 252.

tribes as Sumerian and Akkadian Semites who lived in Ancient Mesopotamia – were the first appearance of modern bilingual educational dictionaries. P.N.Denisov¹² in his article "On the general construction of a dictionary entry" comments on the history of primary school manuals – educational dictionaries:

“The early system of language teaching was based on the teacher's questions and students' answers, translation from one language to another, performing written exercises and memorizing,” he concluded. These conclusions¹³ of Denisov about the practice of language teaching - the form of teaching (students answer the teacher's question), goals (translation from one language to another, language learning), teaching style (performing written exercises and memorizing), teaching tools (bilingual or multilingual dictionaries) - are also full of the requirements of the modern language learning system suitable. The first rare samples of the world's educational dictionaries: 1) bilingual Sumerian glosses dating from the XXV century BC, trilingual Sumerian-Akkadian-Hittite lists dating from the XIV-XIII centuries BC, Chinese, dating from the XX century BC, dictionary-type lists written in Japanese hieroglyphic script, vocabulary, II-III centuries BC, related to the century. Onomasticon of Pollux, Amarasingha Sanskrit Dictionary “Amarakosha; 2) The first didactic encyclopedia that arose in the XI-XIII centuries in connection with the spread of Christianity in Ancient Russia – ABC books (ABC books), as well as bilingual lexicons, considered an early appearance of modern educational terminological dictionaries - “Latin lexicon” (1642) by Epiphany Slavinsky and Arseniy Satanovsky and “Slavic – Latin Dictionary” (1642). “Lexicon” (1650); 3) the first translated dictionaries in English, French and Latin, created between the fourteenth and seventeenth centuries, including the first English-Latin bilingual dictionary by Geoffrey Grammaticus, compiled in 1440, “Treasure for children” (“Promptorium parvulorum”), the French-Latin dictionary by Mathurin Cordier, published in Paris in 1541, “Child’s treasure”. comments on his daily speech” (“Commentarius puerorum de quotidian Sermones”), a French-Latin dictionary by Charles Etienne, published in Paris in 1540 under the title “Gardens for seedlings capable of bearing fruit” (“Seminarium, et planetarium fructiferous praesertim arborum quae post hortos conserve solent”) by Robert Etienne and John Veron, published in 1552, “A concise dictionary for youth” (“Dictionariolum puerorum, tribus linguis Latina, Anglica & Gallica conscriptum”), by Samuel Johnson, published in London in 1747, “English Dictionary for youth”. “The plan of a Dictionary of the English Language”; 4) an early dictionary created in Central Asia between the XI and XIII centuries grammars – Arabic-Turkish, Turkish-Arabic, Persian-Turkish, Turkish-Persian bilingual dictionaries of the XV-XVIII centuries, Russian-Sart, Sart-Russian Russian dictionaries created in the late XIX-early XX century, all Russian-Uzbek, Uzbek-Russian dictionaries related to their origins were bilingual.

¹² Авдиев В.И. История Древнего Востока. Госполитиздат, Ленинград, 1953, – С.136-137; https://vk.com/doc35528094_464377959?hash=SVjiVjPj32EeOYYURZjGsPGetM6MEUF2pfXnp0cTfzs

¹³ Денисов П.Н. Об универсальной структуре словарной статьи. – В.кн.: Актуальные проблемы учебной лексикографии. Сост. В.А.Редкин. Русский язык, Москва, 1977, – С.209.

The first rare examples of world and Uzbek academic dictionaries can be seen in detail in the following periodized table:

Table 1.1.

First rare examples of world and Uzbek academic dictionaries

Periods	Glosses, Dictionaries
25th century BC	bilingual Sumerian glosses
XIV-XIII centuries BC	trilingual Sumerian-Akkadian-Hittite lists
20th century BC	Dictionary-type lists and vocabularies written in Chinese hieroglyphs
VIII century BC	dictionary-type lists written in Japanese hieroglyphs, vocabularies
II-III centuries	Y. Pollux's "Onomastikon", Amarasingh's Sanskrit dictionary "Amarakosha"
XI-XIII centuries	The first didactic encyclopedias that appeared in connection with the spread of Christianity in ancient Russia - alphabet books (alphabet textbooks) and bilingual lexicons, which are considered the first appearance of modern educational terminological dictionaries.
Between the 14th and 17th centuries	the first translated dictionaries in English, French, and Latin
Between the 11th and 13th centuries	The first dictionary grammars created in Central Asia - Arabic-Turkish, Turkish-Arabic bilingual dictionaries
XV-XVIII centuries	Persian-Turkish, Turkish-Persian, and bilingual dictionaries
Late 19th and early 20th centuries	Russian-Sart, Sart-Russian bilingual dictionaries
The beginning of the 20th century	Russian-Uzbek, Uzbek-Russian bilingual dictionaries

In lexicography, the terms bilingual dictionary, multilingual dictionary, and translated dictionary are often unambiguously used. Today's generation of translation

dictionaries can be bilingual or multilingual. Bilingual dictionaries in the Uzbek educational dictionary system are the most common type of dictionary and currently, it is possible to list several bilingual dictionaries created on the basis of English, Russian, Arabic, Persian, German, and French. The creation of a large number of bilingual dictionaries in a particular language that differs from other types of dictionaries will depend on the socio-political, cultural, and economic needs of the period in which the dictionary was created.

In particular, the early Turkic bilingual Turkic-Arabic explanatory dictionary of Mahmud Koshgari – “Devonu lug‘oti turk” (XI century), created between the XI and XIII centuries, the quadrilingual Arabic–Persian-Uzbek-Mongolian dictionary of Mahmud Zamakhshari – “Mukaddimat ul-Adab” (XII century), compiled from the Turkish-Arabic, Mongol-Persian and Arabic-Mongolian dictionaries “Kitabi-Majmu-translating of Turks and Ajami and Mughals”, Turkish-Arabic Grammatical dictionary “Kitab at-Tuhfa az-zakiyat fi-l-dictionary-At-Turki” the appearance of such dictionaries as the official language of the Arab Caliphate Arabic, the Chigatai-Persian “Badoye ul-dictionary” by Tole Imani Hiravi, created in the Middle Ages (XV century), the Chigatai-Turkish explanatory dictionary “Abushka” (XVI century), the Uzbek-Persian dictionary “Kelurnoma” Muhammad Yakub Genghis (XVII century), Multilingual dictionaries, such as the Arabic-Persian, Uzbek explanatory dictionary of Muhammad Reza Khokhsor “Muntahab ul-lugot” (XVIII century), the Chigatai-Persian dictionary of Mirza Mahdi Khan “Sanglah” (XVIII century), the Chigatai-Turkish Dictionary of Chigatai and the Ottoman Turks Suleiman Bukhari (XIX century) and others. Teaching the Tajik language and there was a need to satisfy the need of other native speakers to learn the Turkic language.

The need to study Russian since the end of the XIX century, then German, French, and English since the second half of the XX century paved the way for the development of bilingual dictionaries created on the basis of these languages. Russian-Uzbek and Uzbek-Russian dictionaries of the beginning and end of the last century make up most of the bilingual dictionaries created in the Uzbek educational dictionaries, while the most common translated dictionaries, as is observed in most languages of the world, are English-Uzbek, Uzbek-English dictionaries.

In the third paragraph, devoted to the analysis of “*Polysemous words and the problems of their linguistic interpretation in educational dictionaries*”, it is stated that polysemous words, considered an important means of revealing the lexical and semantic possibilities of language, are the goal of continuous language development, possession of linguistic units by the semantics of expression characteristic of various speech situations, ensuring the stability of the basis (core)lexical system, the use of one word for several things to name an event, a sign, an action, circumstances and thereby ensure the compactness of the construction of the language, the role of artistic and visual means of language in the formation of such stable combinations as a counting phrase, figurative expression, the idiom is revealed. The analysis of a multivalued lexeme from the point of view of language-speech division is carried out. From this point of view, linguistics explains the semantic characteristics of semes and types by level: 1) nominative (denotative) seme; 2) expressive (figurative, additive

semantic, connotative) seme; 3) functional (functional) seme. Single-family and multi-family lexemes arise in speech as polysemantic words, i.e. in speech; manifestations of the sememe of the lexeme are given¹⁴. Speech manifestations of stable integers and varieties are infinite. In contrast to unambiguous (mono semantic) words, in polysemous (polysemous) words, according to the ratio of the lexeme with the named thing, object, sign, proper (nominative, head, original, correct, unmotivated) and figurative (contextual meaning, derived meaning, motivated) meanings are distinguished.

There are several ways of occurrence of a derived meaning in speech associated with extralinguistic and intralinguistic factors. Although the development of lexical meaning, polysemy, and the ways of the origin of derived meaning has been a source of research for many studies in linguistics from Herman Paul (1880) to the present day, even in Uzbek linguistics, the question of ways to form a figurative meaning is still the subject of several disputes, discussions, and this has been repeatedly discussed in a number of works performed in recent years. It is weighted in the analysis.

So the dictionary appeared that the linguistic interpretation of polysemous words in dictionaries was the focus of linguists' attention. In particular, in the early Turkic dictionary, "Devonu lugotit Turk" Mahmoud Koshgari does not lose sight of the explanation of the derived meanings that arise on the basis of almost all the ways of name migration, in particular, metaphors, metonymy, and synecdoche. "For every calm and stable, immobile, immobile thing was called **an Amul**. Accordingly, Kind people with a verb are also called amulets (I, 104)¹⁵" also in the dictionary you can find an explanation of figurative meanings formed on the basis of metonymy: ala is a dog, a man with the body of Ola. A black and white horse is called an ala. Bagrat Khan opposed ala Baldi Bek Khan, became an enemy of the Khan, and made an alliance with the enemy of the Khan. A:j is the Moon, a fourteen-day Moon. Tolun a:j is called. A: j is a month; a period of time consisting of 30 days¹⁶.

There are also a number of problems related to the lexicographic interpretation of polysemous words in bilingual dictionaries, the main of which are the differentiation of purely verbal or linguistic figurative meanings, the approach to interpretation in a synchronous rather than diachronic aspect, the differentiation of polysemicity and form formation, the determination of the order of placement of derived meanings in a dictionary entry, the development of a system of exercises and tasks, the collection of illustrative examples, and others can be listed.

The second chapter is devoted to the analysis of "*Lexicographic bases of the transfer of polysemous words in English-Uzbek, Uzbek-English educational dictionaries*". A bilingual dictionary is a mega system with internal nodes, which by

¹⁴ Ne'matov H., Rasulov R. O'zbek tili sistem leksikologiyasi asoslari. – O'qituvchi, Toshkent, 1995, – B.72.

¹⁵ Dadaboyev H. "Devoni lug'atit turk" asarida polisemiyaning ifodalanishi. № 2, Tyrkologiya, 2018, – B. 32-37.;

¹⁶ M. Koshg'ariy. Devonu lug 'otit turk. Turkiy so 'zlar devoni. 3 Volumes. Volume 1. Translator and publisher: S. Mutallibov. FAN, Toshkent, 1960, – B.110.

its architectural composition consists of **mega-, macro -, micro-, multi-, and medio** systems. A megastructure is a basic structure (framework structure) of a dictionary, which completely covers everything from the dictionary cover and title to the introduction, corpus, and appendices. **Macrostructure** is considered the core of the dictionary; the dictionary consists of a set of articles (dictionary corpus, dictionary). It determines the order of the dictionary units – lemmas in the dictionary. **Microstructure** is a dictionary entry based on the title *word* and its semantics, tags, and links. The microstructure of the dictionary reflects the structure of the article.

Multistructure is a component of a dictionary entry. The title word, grammatical and phonetic marks, lexical meaning, semantics, illustrative reference, and other parts. **Mediostructure**-parts are typical for the construction of ideographic and electronic educational dictionaries, attached to the general vocabulary material in order to achieve volumetric compactness.

The mega system of bilingual dictionaries is explained in detail in the following table according to the architectural structure:

Table 1.2.

The mega system of bilingual dictionaries

Concept	Explanation
Megastructure	a basic structure (ramochnaya struktura) that covers the contents of the dictionary from the dictionary cover and name, the introduction, the corpus to the applications
Macrostructure	is considered the core of the dictionary, and the dictionary consists of a collection of articles (lexical corpus, vocabulary)
Microstructure	the dictionary is based on the article, the main word and its semantics, tags (tags), and references, the dictionary reflects

	the structure of the article
Multi structure	a component of a dictionary article (entry). Headword, grammatical and phonetic tags, dictionary meaning, semanticization, illustrative reference, and other parts
Mediostructure	parts that are specific to the construction of ideographic and electronic educational dictionaries and are added to the general vocabulary material in order to achieve volume compactness.

The analysis of the megastructure of modern bilingual dictionaries shows that the megastructure of the educational dictionary of polysemous words has both components inherent in all dictionaries and parts included based on lexical properties, that is, polysemous words have special parts that characterize the dictionary. These parts have different terms in different languages. Most of them form synonyms with an analog or alternative based on tracing paper from one language to another and are used in parallel.

For example, a list of abbreviations – a list of abbreviations, symbols, contracts, list of abbreviations; introductory article-preface, preface, from the compilers, preface, introduction, introductory article, introduction, foreword, front matter, preface; vocabulary – word, dictionary corpus, dictionary, corpus, the body of the dictionary, middle matter, body matter, names; application – applications, supplements, back matter; educational and methodical device-explanatory part, instructions for working with a dictionary, popular science article, educational and methodical complex, about this book; “How to use a dictionary?”, “How to use the dictionary?”, “User’s Manual”, “Key to dictionary entries”, “How to use the dictionary?” and so on.

Special components of polysemous words in educational dictionaries are the key elements of organizing bilingual or multilingual dictionaries and they are structured as follows:

Table 1.3.

Special components of polysemous words in bilingual educational dictionaries

Components	Explanation
List of abbreviations	list of abbreviations, symbols, contractions, list of abbreviations

Introduction	introduction, foreword, front matter, preface
Dictionary	dictionary, corpus, the body of the dictionary, middle matter, body matter, names
Prilogenia	supplements, back matter
Explanatory part	explanatory part, instructions for working with the dictionary, About this book; “How to use the dictionary?”, “User's Manual”, “Key to dictionary entries”, “How to use the dictionary?”

It should also be noted that the position in the dictionary mega-device of a number of components, such as popular scientific materials in the dictionary, grammatical rules, and bibliography, is not strict. This information can be contained in various dictionaries both in the introduction and as part of the educational and methodological complex, applications. Most researchers, including M.S.Kovaleva, distinguish mandatory and arbitrary components in the structure of the dictionary¹⁷.

Based on the analysis of the mega-arrangement of bilingual dictionaries compiled on the basis of modern lexicographic concepts of the world educational lexicography, we present the English-Uzbek and Uzbek-English polysemous words that make up the educational dictionary and the mutual arrangement of these parts in the vocabulary:

1. Organizational part:

1.1. Cover and title of the dictionary (title page)

1.2. Dictionary annotation (approval sheet).

2. Introduction article.

3. Educational and methodical devices.

4. Abbreviations and additional information

4.1. List of sources from which illustrations were obtained to explain contextual meanings.

4.2. List of abbreviations.

4.3. Overview of the transcription signs used in the dictionary.

5. Vocabulary corpus.

6. Applications.

6.1. List of irregular verbs.

¹⁷ Ковалева М.С. Особенности состава и организации мегаструктуры английского антропонимического словаря // Фундаментальные исследования. – 2014. – № 12-2. – С. 425-428.; URL: <https://fundamental-research.ru/ru/article/view?id=36246>

6.2. List of geographical names.

6.3. List of abbreviated words.

The second paragraph is devoted to the analysis of “*Criteria for the selection of polysemous words for English-Uzbek and Uzbek-English dictionaries*”. The analysis of English-Uzbek dictionaries shows that the vocabulary of existing dictionaries is almost identical. What criteria do they rely on when choosing words? Dictionaries created on the basis of the Ixarian English language are based on lexical minima (word lists) compiled within the framework of the international methodology of teaching English and linguodidactics, which serve as a basic list (base) for bilingual or multilingual dictionaries in several languages of the world. For this reason, not only the English-Uzbek dictionaries compiled in Uzbek but also the “right” part of the corpus of translated dictionaries compiled on the basis of English in most languages of the world – the dictionary - is practically the the same, except for some differences. The choice of a word in the dictionary, of course, depends on the type of dictionary. V.V. Dubichinsky notes that there are no objective criteria for choosing polysemous words for the educational vocabulary yet. When selecting polysemous words for bilingual words, the vocabulary user must make sure that they are present in the educational and regulatory documents of the relevant educational stage, comply with the educational goal, involvement in the educational process; the dictionary must also contain units of all levels of the language - phonemes, morphemes, lexemes, word formations, stable combinations, syntaxes.; the functional meaning of a polysemous word in a particular linguistic community is the degree of its use, frequency; coverage of polysemous words inherent in a particular genus and polysemy inherent in the whole genus; distinguishing the relationship of polysemy and homonymy, i.e. polysemy is an integral part of the microstructure of the dictionary, and a homonymy is an object of macrostructure, criteria related to its consideration in within the framework of the problem of choosing the word leads.

The next paragraph is devoted to “*The analysis of English-Uzbek, Uzbek-English dictionary entry and its components in the educational dictionary*”. In bilingual dictionaries, an important role in the disclosure of lexical and semantic features, semantic subtleties, and semantic possibilities of the studied language unit is played by a dictionary micro-device – a dictionary entry.

The dictionary entry (Entry structure) is the most important basic component of dictionaries of the annotation type and consists of a capital word and its footnotes¹⁸. In English-Uzbek, Uzbek-English bilingual dictionaries, compositionally simple and complex forms of a dictionary entry are distinguished. A simple, i.e. minimally comprehensive dictionary article will consist of a translation or an alternative to the title word based on semantic tracing paper. For example: powder [impaʊdə] N 1) kukun; 2) upa; 3) porox kukuni, miltiqdori¹⁹.

¹⁸ Денисов П.Н. Об универсальной структуре словарной статьи. - В сб.: Актуальные проблемы учебной лексикографии. Русский язык, Москва, 1977, – С. 205-226.

¹⁹ Bo‘tayev Sh. English-Uzbek dictionary: 50 000 words and expressions. Inglizcha-o‘zbekcha lug‘at: 50 000 so‘z va ibora. “BAYOZ” nashriyoti, Toshkent, 2013, – B. 507.

A dictionary of complex construction an article is a microsystem consisting of internal relationships between several components. It consists of two main components-the preface area and the translation-commentary area:

Condition 1. [kən'dɪʃ(ə)n]

1. state – holat. Keep your car exterior condition in good condition/ Mashinangni tashqi ko‘rinishini toza tut.

2. condition – talab. You have to live there as a condition of you job/ Ish joyingdagi talabga ko‘ra u yerda yashashing kerak.

3. conditions – sharoit. They live in appalling condition/ Ular juda yomon sharoitda yashaydilar.

4. physical form – jismoniy holat. The sportsman is now out of condition/Bu sportchi hozir kerakli jismoniy ko‘rinishdan chiqib ketgan.

5. train, educate – tarbiyalamaoq / o‘qitmoq. Young people had been conditioned to respect the older generation/Yoshlar kattalarni hurmat qilish ruhida tarbiyalanganlar²⁰.

In the field of capital words, the orthological form, spelling and phonetic characteristics of the vocabula are given, which is considered normative for the literary language:

Condition [kən'dɪʃ(ə) n]

Translation-in the comments area:

- the derived meanings of the word polysemy, originally expressed in Russian, are listed in bold black letters in order: holat, vaziyat, sharoit, jismoniy holat, o‘rgatmoq, tarbiyalamoq;

- then the English translation of each derived value is also given in bold black letters (italics): state, provision, circumstances, State of forms, train/ bring up;

- the next part consists of an English illustration of this word: keep your car Exterior condition in good condition. You have to live as a condition of your job. They live in appalling conditions. The sportsman is now out of condition. Young people should be prepared for a respectable older generation;

- the last section will consist of a Uzbek translation of an English illustration:

Mashinangizning tashqi ko‘rinishini yaxshi holatda saqlang. Siz bu ishni shu yerga kelib yashash sharti bilan qo‘lga kiritishingiz mumkin. Ular juda yomon sharoitlarda yashaydilar. Bu sportchi hozirda yaxshi jismoniy holatda emas. Yoshlar kattalarni hurmat qilish ruhida tarbiyalanganlar.

Lexicographic marks (labels, glosses) also play an important role in the lexicographic semantics of the capital word. A tag is a conditional abbreviation of a certain word or combination used in the dictionary in order to provide the user with additional information and related to information about the category, phonetic interpretation, morphological form, etymology, style of the interpreted language unit. The momentum may vary depending on the type of dictionary, language, and

²⁰ Литвинов П.П. Англо-русский словарь многозначных слов / English-Russian Polysemantic Words Dictionary. БАКО, Москва, 2005, – С. 336.

purpose. In particular, V.V. Dubichinsky and L.P. Stupin distinguish only four types of pomelo – status label, regional label, functional label, and subject label.

Considering a phonetic comment as a separate component of a dictionary entry, then V.P. Berkov introduces it into the mark. In the bilingual educational dictionary of polysemous words, there are mainly the following manifestations of pometas: 1) phonetic marks (transcription); 2) grammatical marks (word category: a. (adjective/adjective), adverb. (adverb/adverb), P. (noun/noun), V. (verb/verb); vocabulary and content group: num. card. (numerical cardinal / countable number), num. ord. (numeric ordinal/ordinal number); reference to the morphological form of the case: mood. (imperative/imperative mood), inf. (infinitive/infinitive), pass. (passive/mandatory ratio); syntactic marks: attr. (attribute/determinant), predicate. (the noun part of the predicate/participle)²¹.

An illustrative example is a dictionary in order to confirm the compliance of all the information presented in the translation and annotation part of the article with didactic requirements, linguistic and didactic criteria laid down in the dictionary, phraseological meaning, i.e. the correctness and accuracy of the annotation is given the basis. The role of illustration is significant both in revealing the semantic possibilities of the lexeme, as an independent semantics of expression, and in its differentiation from the formative one.

Dictionary of polysemous words in bilingual dictionaries the article consists of the following micro installations:

I. The scope of preposition interpretation:

- 1) the spelling form of the capital word (main, entry, entry word, catchword, headword, vocabula, capital word, registry word, black word, and lemma).
- 2) phonetic characteristic – transcription (key to transcription);
- 3) grammatical characteristic – the category of the word associated with the grammatical form of the mark (functional label).

II. Translation-the comment area:

- 1) an alternative to the capital word in translation (translation equivalent, meaning, meaning of the word);
- 2) each derivative alternative and explanation of the meaning in translation (The lexicographic definition): a) marks (status label, regional label, subject label) about the border of the word in accordance with its scope, space, and time; b) synonyms (if necessary); c) conjunctions, syntactic valence (cross reference); d) etymological commentary; d) illustrative basis (verbal illustration, quotation, description), e) references to the source.

The third chapter is called “**Linguistic and didactic bases of interpretation of contextual meanings in the Uzbek-English, English-Uzbek educational dictionary**”. The first paragraph is devoted to the analysis of “*The problem of distinguishing the meanings of polysemous words in English-Uzbek and Uzbek-English educational dictionaries*”. The lexicographic semantics of polysemous words

²¹ Rajabova Z.I. O‘zbek o‘quv frazeografiyasining lingvistik aspekti: Filol. fanlari bo‘yicha falsafa doktori (PhD). diss. Qarshi, 2022, – B.87.

in existing dictionaries does not fully correspond to the innovative concepts of modern educational lexicography. More precisely, denotative and connotative meanings of a polysemous word – the semantics of the name of the lexeme and the semantics of the expression, tasks do not differ. The correct definition of the semantics of the name of the main meaning – the lexeme leads to fewer errors in the interpretation of contextual meanings. For example:

drop [drop] **1. n** 1) tomchi; *a ~ of rain* yomg'ir tomchisi; 2) bir tomchi; qultum, ozgina; *a ~ of tea* bir qultum choy; 3) *pl tib.* tomchilar; 4) obaki; *chocolate ~s* shokoladga belangan obaki; 5) tushish, pasayish; *a great ~in prices (temperature)* narxlarning (haroratning) keskin tushishi; **2. v** 1) tomchilamoq, tomib tushmoq; 2) tushmoq, tushib ketmoq, tushirib yubormoq; *to ~ a book* kitobni tushirib yubormoq; 3) tashlamoq, tushirmoq; *to ~ anchor* langar tashlamoq; 4) yiqilmoq, tashlamoq, tushmoq; *to ~ into a chair* stulga o'tirmoq; 5) o'lmoq, vafot etmoq (*~ off*); *men ~ ped like flies* odamlar pashshadek qirildi; 6) toshmoq, pasaymoq, kamaymoq, tinchimoq; *the production of oil ~ ped* neft qazib olish pasaydi; 7) tushmoq, tushirmoq; *her eyes ~ ped* u ko'zlarini tushirdi; *to ~ across* tanbeh bermoq; jazolamoq; *to ~ away* tomchilab oqib ketmoq; bitta-bittadan bo'lib ketmoq; *to ~ back* sport, harb. chekinmoq, orqaga qaytmoq; *to ~ behind* orqada qolmoq; *to ~ in* kirmoq, ko'rgani kirmoq; *to ~ off* bittadan bo'lib ketmoq, chiqmoq; birin-ketin chiqib ketmoq; tarqalishmoq²².

As you can see, the **drop** in the dictionary entry is denoted by the Arabic numeral 1. and 2. the first one contains the pomatum N. So it's a horse. The translation of the annotation corresponds to this sign – a drop. Then its meanings were explained and everyone was provided with an illustration in the form of a vocabulary: 1) a drop; *a~ of rain* a drop of rain; 2) a drop; a sip, a little; *a~ of tea* a sip of tea; 3) PL med. drops; 4) sweet particle; *chocolate ~s* sweet particle in chocolate; 5) falling, falling; *a great ~in prices (temperature)* prices decreasing sharply, (temperature) in the form of a sharp drop. Then followed the footnote with the number 2.

Another important problem of the semantics of polysemous words in bilingual dictionaries – polysemy, i.e. polysemy and diversity - is related to the distinction of homonymy. For example, the English blitz is interpreted in the dictionary as follows:

blitz [blits] **1. n** *nem.* 1) kutilmagan, nogahon (*hujum*); **2. v** bombardimon qilmoq²³.

Note that in the interpretation of the value 1, the tag of the noun (N) is used, and in the interpretation of the value 2, the label of the verb (V) is used. But the words given in the footnote belong to the category of unexpected adjectives, and ambiguous adverbs. The bomb is a verb. Consequently, there is ambiguity in the interpretation. As you know, ambiguity is always observed within the same category. That is, one will not be a noun or adjective, and the other will not be a verb. Is blitz a

²² Bo'tayev Sh. English-Uzbek dictionary: 50 000 words and expressions. Inglizcha-o'zbekcha lug'at: 50 000 so'z va ibora. "BAYOZ" nashriyoti Toshkent, 2013, – B. 219.

²³ Bo'tayev Sh. Inglizcha-o'zbekcha, o'zbekcha-inglizcha lug'at (80000 so'z). "O'qituvchi" nashriyot-matbaa ijodiy uyi, Toshkent, 2013, – B. 93.

polysemous word or homonym in English? According to the order of assignment in the dictionary, this is a multi-valued word the formative word according to the interpretation. Based on our research, we consider it appropriate to interpret the word blitz in the educational dictionary of English-Uzbek polysemous words as follows:

I. blitz [blits] *noun nem.* blitz – chaqmoq, yashin. 1. tezkor harakat; 2. kutilmagan zarba, bombardimon, havo hujumi; 3. fotografiyada suratga olish jarayonida yarq etib qisqa yorug‘lik chiqaruvchi qurilma; 4. shaxmat, shashka kabi o‘yinlarda vaqt chegaralanadigan tezkor o‘yin turi; 5. Ikkinchi jahon urushi davrida Buyuk Britaniyani bombardimon qilish kampaniyasi nomi; 6. Xalqaro lazer dalnometriyasi tomonidan boshqariladigan mikrosputnik nomi; 7. stol o‘yini turi

II. blitz [blits] *verb. nem blitzkrieg* – yashin chaqnashi, chaqmoq urishi. 1. hujumga o‘tmoq, bombardimon qilmoq, vayron qilmoq, zabt etmoq; 2. shiddatli, yashin tezligida harakatlanmoq; 3. kutilmagan zarba; 4. yashin tezligidagi urush.

Also, when semanticizing polysemous words in English-Uzbek and Uzbek-English dictionaries, there is a separate allocation of separate speech meanings and derived meanings, i.e. separate allocation in the dictionary as independently derived meanings of speech meanings, occasional meanings very close to each other. For example, in the interpretation of case lexemes, a number of contextual meanings are semantically very close – the separation of the meanings of a suitcase, box, and assignment of terms (legal case) also caused the difficulty of separating derived values and speech values.

case [keis] 1. n 1) hodisa, voqea; 2) yur. sud ishi; 3) chamadon; 4) quti; 5) gram. kelishik; 2. v qutiga joylashtirmoq .

The next paragraph devoted to “*Semanticization of initial and derived meanings in the educational dictionary of English-Uzbek, Uzbek-English polysemous words*” refers to the most difficult task in compiling bilingual dictionaries – finding an alternative to translating a word, interpreting its meaning, and justifying it. In educational vocabulary, combinations play an important role in the semantics of derived meanings – the semantic valence of a polysemous word. For example, the nightshade refers to combinations related to the speech environment; deadly ~ sleep numbness quoting words like nightshade [‘naitfeid] n bot led to abstraction. ituzum; black ~ qora ituzum; dead ~ uyqu karaxtligi. The interpretation of deadly nightshade in the style of uyqu karaxtligi is incomprehensible to any user. Sources report that deadly nightshade is a special kind of grape that bears the name Atropa Belladonna, deadly nightshade, as o‘lim sharpasi in Uzbek. As the name suggests, the deadly nightshade is extremely poisonous, but it is eaten by forest animals, and its medicinal properties are used in medicine. This term is appropriately translated from Uzbek as the ghost of death. The appearance in the dictionary of the interpretation of sleep numbness is associated with the semantic development of this word – the transformation into a noun. For example, the popular Wiki game Gamer Escape was caused by moving into dangerous zones as a title, among other things. From this point of view, the authors of the dictionary approached semantics. Therefore, nightshade is not a polysemous word. It is recommended to interpret it in the dictionary as follows:

nightshade ['naitfeid] n bot. ituzum; black ~ qora ituzum; deadly²⁴ ~ ituzumning xavfli turi.

Bilingual dictionaries do not require interpretation of the following non-semantic speech figurative meanings of the word polysemantic: 1) speech meanings used by the creators for poetic purposes that are not found in the literary language; 2) figurative meanings conventionally used in certain scientific works due to circumstances; 3) terminological meanings, the use of which is limited; 4) dialect meanings used in a narrow circle; 5) historical or social, politically outdated, archaic meanings; 6) meanings that occur only in colloquial speech or are used as socially restricted jargon, slang, vulgarism, barbarism.

The third paragraph is called "*Linguistic and didactic foundations of the formation of an educational and methodological device and exercises-applications in the educational dictionary of English-Uzbek, Uzbek-English polysemous words*". The choice of each detail for the dictionary should be approached from a didactic point of view. This requires a particularly serious attitude to the work on the preparation of methodological sections of the dictionary – an educational and methodological complex and exercises-applications. When writing these parts, the authors of the dictionary act not only as linguists but also as methodologists, teachers, and psychologists. When forming a system of exercises and tasks, a large place is given to tasks aimed at memorizing multi-valued meanings of words to students, increasing the effectiveness of mastering the topic. To do this, a list of English words borrowed through the Russian language or directly from the English language can be given, information about its primary source, etymology is provided and a system of tasks is attached to determine in which language semantic progress is taking place. This establishes the etymology of a polysemous word – in which language semantic progress originally took place. In addition, adding a list of Uzbek and English polysemous words to the dictionary and determining by experimental checks which of their English meanings have no alternative in the Uzbek language and which in English, and alphabetical ordering in tabular form will further increase the effectiveness of practical assimilation of the meanings of polysemous words.

The educational and methodical device is a set of user instructions for teaching communication with a dictionary, which provides information about the structure of the dictionary, the order of work, processes related to semantics, marks used in the dictionary, lexicographic symbols. The rules for working on the dictionary are presented in a simple form, and each instruction, rule is accompanied by an example from the dictionary.

CONCLUSION

1. The first dictionaries were dictionaries-manuals compiled for purely educational purposes and were mostly bilingual. In particular, the Turkic (Uzbek) vocabulary (dictionary) was also formed on the basis of bilingual dictionaries. While

²⁴ Bo'tayev Sh. English-Uzbek dictionary: 50 000 words and expressions. Inglizcha-o'zbekcha lug'at: 50 000 so'z va ibora. "BAYOZ" nashriyoti. Toshkent, 2013, – B.456.

the beginning of the dictionary is associated with educational dictionaries, the appearances of educational dictionaries date back to bilingual dictionaries.

2. English-Uzbek and Uzbek-English dictionaries in their architectural composition are mega systems based on the hierarchical relationship of macro-, micro-, multi-, and medio systems.

3. When selecting polysemous words for bilingual dictionaries based on English-Uzbek and Uzbek-English corpora, chronological (approach to polysemy from a historical point of view), orthological (approach to polysemy from the point of view of modern norms of literary language), functional-stylistic (approach to polysemy of word meanings, their relation to different styles of writing) criteria are significant.

4. Not all parts of the micro-system of bilingual dictionaries are equally important. Within them, there are mandatory (an alternative to the capital word in translation, the translated equivalent of derived meanings, phonetic tags based on transcription, grammatical tags, illustrative examples of explanations of capital and figurative meanings) and voluntary – optional parts (etymological information, link to the source).

5. Most of the English-Uzbek dictionaries are compiled on the basis of dictionaries of the same name created in another language; the use of foreign language templates also prevails when semanticizing polysemous words. Since polysemy is a national phenomenon, there has been an imbalance in the interpretation of contextual meanings in these dictionaries. This led to the need to determine the linguistic and methodological foundations for interpreting the meanings of polysemous words in English and Uzbek, taking into account the difficulties faced by the student when learning a second language.

6. Uzbek-English dictionaries in the Uzbek language are few and not so perfect either in megastructure, body, or content. In such dictionaries, figurative meanings are practically not explained, but only the interpretation of the main denotative meaning of the word is given. This suggests that the Uzbek educational lexicography does not have a developed network of Uzbek-English dictionaries based on the interpretation of the Uzbek language as the studied one.

7. The compilation of an English-Uzbek or Uzbek-English polysemous dictionary allows you to collect and linguistically interpret polysemous words of the second language being studied into a single dictionary entry, determine the location of contextual meanings in the micro installation of the dictionary according to the degree of importance, enrich the content of the dictionary of Uzbek-English polysemous words intended for Uzbek language learners.

8. The development of lexicographic semantics of polysemantic words of the English language is carried out on the basis of the analysis of the multifaceted features of contextual meanings, taking into account the interaction of the construction of the English language and the Uzbek language. The bilingual educational dictionary contains not only a multifaceted description of English or Uzbek words but also materials intended for active assimilation by students. It serves

to compile many exercises on the vocabulary of English and Uzbek languages, as well as to organize vocabulary work.

9. The semantics of contextual meanings of polysemous words in a bilingual educational dictionary is carried out in three stages: 1) exclusion of individual contextual meanings of a polysemous word (obsolete, geographically delimited; socially delimited, occlusive); 2) exclusion of the explanation of a polysemous word by meanings that are very close to each other, semantically not significantly different; 3) exclusion of various aspects of a polysemous word combine the indistinguishable meanings to interpret them in one place and give an appropriate illustration of this interpretation.

10. Micro-system of bilingual educational dictionaries-the dictionary article consists of two parts: 1) semantics in relation to the capital word; 2) semantics of contextual meanings. The first part contains the etymology of the capital word, orthological form, orthographic and phonetic characteristics adopted as normative for the literary language – transcription and grammatical information (the genus of words, morphological form), the second – translation-commentary to the corresponding section, first the capital meaning of the polysemous word, and then the derived meanings that it represents in this language, numbered with an Arabic letter, highlighted in black bold. Each footnote is accompanied by an illustration in English and Uzbek.

11. The most common mistakes in the interpretation of polysemous meanings of words in bilingual dictionaries are associated with 1) undifferentiation of basic and derived meanings; 2) confusion of polysemy and homonymy; 3) separate allocation of speech contextual meanings in the dictionary.

12. A bilingual dictionary of polysemous words should contain vocabulary material for performing exercises recommended to users, i.e. provide the reader with complete information for performing this task; the material obtained for the exercises should be interrelated with the information provided in the components of the dictionary entry of the educational dictionary, confirm each other, be used to study the meanings and speech implementation of polysemous words, contextual meanings must meet linguodidactic requirements, such as structuring.

Only then will it be able to serve as both a reference and an explanatory dictionary, and an educational and methodological guide not only for teaching the internal semantic capabilities of a foreign language, but also for replenishing the vocabulary of a student in his native language, mastering the ethics of communication, as well as for improving knowledge of English grammar.

**НАУЧНЫЙ СОВЕТ ПО ПРИСУЖДЕНИЮ УЧЕНОЙ СТЕПЕНИ
ДОКТОРА ФИЛОСОФИИ ПО ФИЛОЛОГИЧЕСКИМ НАУКАМ PhD.
03/31.03.2021.Fil.78.04 ПРИ ТЕРМЕЗСКОМ ГОСУДАРСТВЕННОМ
УНИВЕРСИТЕТЕ**

НАШИРОВА ШАХНОЗА БУРИЕВНА

**ЛЕКСИКОГРАФИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ МНОГОЗНАЧНЫХ
СЛОВ В ДВУЯЗЫЧНЫХ ОБУЧАЮЩИХ СЛОВАРЯХ
(на примере англо-узбекского и узбекско-английского двуязычных
словарей)**

**10.00.06. - Сравнительное литературоведение, сопоставительная лингвистика и
переводоведение**

**АВТОРЕФЕРАТ ДИССЕРТАЦИИ
на соискание ученой степени доктора философии (PhD)**

Термез – 2023

Тема диссертации доктора философии по филологическим наукам (PhD) зарегистрирована в Высшей аттестационной комиссии № B2022.4.PhD/Fil под номером 2589

Диссертация доктора философии (PhD) выполнена в Каршинском государственном университете.

Автореферат диссертации выполнен на трех языках (узбекский, английский, русский) размещен на веб-странице Научного совета адресу www.tersu.uz и на информационно-образовательном портале «ZiyoNet» www.ziyo.net.

Научный руководитель:

Бахриддинова Башорат Мадиевна,
Доктор филологических наук, профессор

Официальные оппоненты:

Маматов Абди Эшонкулович,
Доктор филологических наук, профессор

Исломов Икром Хушбокович,
Доктор филологических наук

Ведущая организация:

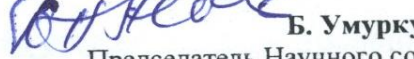
Самаркандский государственный университет


Предоставление учуных степеней в рамках защиты диссертации состоится в 13:00 часов «31» май 2023 года на заседании научного совета _____ при Термезском государственном университете. (Адрес: 190111, город Термез, улица Баркамол Авлод, 43. Тел: (876) 221-74-55, факс: (876) 221-71-17, e-mail: termizdu@umail.uz)


С диссертацией можно ознакомиться в информационно-ресурсном центре Термезского государственного университета (зарегистрирована под номером 162). Адрес: 190111 Термез ул. Баркамол Авлод, 43. Телефон: (876) 221-74-55.

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Б. Умуркулов
Председатель Научного совета
по присуждению ученых степеней,
доктор филологических наук, профессор.


А. Эшмунинов
Секретарь Научного совета
по присуждению ученых степеней,
доктор филологических наук, доцент


П. Бакиров
Председатель научного семинара
при Научном совете по присуждению ученых степеней,
доктор филологических наук, профессор

Введение (аннотация диссертации доктора философии (PhD))

Актуальность и необходимость темы диссертации. На современном этапе Мировой лингвистики усилилось внимание к изучению языка с помощью его носителей, изучения национального менталитета и культуры. Многозначные слова составляют основу словарного слоя каждого языка, и поэтому большинство из них, как правило, содержат минимальные обязательные словари – лексические минимумы, составленные для изучающих конкретный язык, учебники и вспомогательные источники информации. Важную роль в полном раскрытии в другом языке выразительных возможностей многозначных слов, свойственных языкам с различной генетической базой, играют двуязычные учебные словари, в частности, форма представления информации в этих словарях, способы интерпретации значений речевых производных.

В мировой лингвистике проводятся исследования, направленные на системный подход как в теоретическом, так и в практическом плане синхронного аспекта речевой реализации языковых возможностей лексических единиц языка, в частности, предоставления лингвистической интерпретации в одноязычных, многоязычных словарях, к полному раскрытию богатого семантического свойства, возможности выражения. Неопровержимый статус английского языка на международной арене, превращение искусственного интеллекта в основное средство общения в компьютерный век и, что немаловажно, предпринимаемые действия по сплочению народов мира в различных сферах экономической, политической, культурной жизни, еще больше повышают спрос на средства его быстрого и эффективного обучения. В этой ситуации по-прежнему актуальны проблемы, связанные с пониманием смысловых граней многозначных слов английского языка и объяснением производных значений многозначных слов узбекского языка, реализующихся в различных речевых окружениях, с разработкой его лингводидактического обеспечения и определением путей лексикографической интерпретации контекстуальных значений в англо-узбекских, узбекско-английских учебных словарях.

В последние годы в нашей стране проведена большая работа по развитию государственного языка и совершенствованию языковой политики. Кроме того, происходит укрепление отношений с зарубежными странами, повышение роли и престижа родного языка на международном уровне на основе изучения иностранного языка, развитие связей с другими развитыми мировыми языками, предоставление нашим соотечественникам, проживающим за рубежом, а также иностранцам, желающим изучать узбекский язык, возможности легко и быстро освоить узбекский язык с использованием современных педагогических и информационно-коммуникационных технологий. Помощь в изучении иностранных языков также стало социальной необходимостью, для этого создаются образовательные инструменты. Одним из приоритетных направлений развития государственного языка определено как “Повышение

роли и престижа государственного языка на международном уровне, развитие зарубежного сотрудничества в этом направлении”. Масштабная работа в этой области ставит перед нами неотложные задачи по созданию современных средств обучения языку: учебных словарей, банков информации, лексических, грамматических минимумов, предназначенных для всех звеньев непрерывного образования¹. Актуальность исследования обусловлена тем, что оно направлено на выявление принципов лексикографической интерпретации специфических аспектов лексико-семантических отношений в узбекском и английском языках в англо-узбекском и узбекско-английском двуязычных учебных словарях.

Данный тезис в определенной степени служит реализации нижеперечисленных нормативно-правовых актов, касающихся государственного и иностранных языков: Послание Президента Республики Узбекистан Олий Мажлису и народу Узбекистана от 20 декабря 2022 года, Указ Президента от 28 января 2022 года № УП-60 “О стратегии развития нового Узбекистана на 2022-2026 годы”, Указ Президента от 20 октября 2020 года № УП-6084 “О мерах по дальнейшему развитию узбекского языка и совершенствованию языковой политики в стране”, Указ Президента от 21 октября 2019 года № УП-5850 “О мерах по кардинальному повышению роли и авторитета узбекского языка в качестве государственного языка”; Постановление Кабинета Министров Республики Узбекистан от 19 мая 2021 года № ПКМ-5117 “О мерах по поднятию на качественно новый уровень деятельности по популяризации изучения иностранных языков в Республике Узбекистан”; Постановление Кабинета Министров Республики Узбекистан от 19 января 2022 года № 34 “О дополнительных мерах по совершенствованию изучения иностранных языков”, Постановление Кабинета Министров Республики Узбекистан от 19 мая 2021 года № 312 “О мерах по эффективной организации популяризации изучения иностранных языков” и другие.

Соответствие исследования приоритетным направлениям развития науки и техники в республике. Данное исследование является важным этапом развития науки и технологий в Республике Узбекистан. Данное исследование выполнено в соответствии с данным приоритетным направлением: “Формирование системы инновационных идей и путей их реализации в социальном, правовом, экономическом, культурном, духовно-просветительском развитии информированного общества и демократического государства”.

Степень изученности проблемы. Роль учебных словарей в повышении эффективности преподавания языка обусловила рост внимания к их изучению в мировой лингвистике к середине прошлого века. Хотя учебные словари являются старейшим жанром словаря, они изучались в рамках общей лексики до середины двадцатого века. Большой вклад в формирование теории учебной

¹ О мерах по дальнейшему развитию узбекского языка в нашей стране и совершенствованию языковой политики. Указ президента Республики Узбекистан от 20.10.2020 № УП-6084 // <https://lex.uz/docs/5058351>

лексикографии внесли В.Г. Гак, П.Н. Денисов, В.В. Морковкин, Л.А. Новиков², а С. Гренжер, М. Пакуа, Л. Кернерман, Б. Аткинс, Л. Згуста, М. Снел-Хорнби, Р.С. Харел, М.А. Скопина, Л.Г. Саяхова, Т.В. Жеребило. Изучение двуязычных учебных словарей с лингводидактической, лингвометодологической точки зрения, начинается с исследований Л.К.Муллагалиевой³. В то же время, в области теоретической лексикографии, лингвистической интерпретации многозначных слов в двуязычных словарях были посвящены работы В.С.Плехова, Л.И.Джалаловой, А.Г.Карунца, В.Н.Горбенко, З.В.Таповой, В.Л.Козловой.

В узбекском языкознании учебные словари впервые начинают отдельно изучаться как объект лексикографии со второй половины прошлого века. Однако, первые исследования в этом направлении в постсоветском периоде ведутся по русско-узбекским, узбекско-русским двуязычным словарям, составленным с целью преподавания русского языка в национальных школах. В частности, исследования К.А. Шарафиддиновой, С.Ф. Акабировой, М.Х. Тохтаходжаевой, М.С. Солиева, М.М.Абдурахимова, Б.Т.Хаитова, Т.А.Бушуй, У.Ш. Турсуноваой, Г.А. Каллибековой⁴ посвящены принципам составления

² Гак В.Г. Общие вопросы учебной лексикографии. – Москва: Русский язык, 1977.; Гак В.Г. Учебный словарь – краткая энциклопедия языка // Русский язык за рубежом Москва, 1971, – С. 39-42.; Денисов П.Н. Основные проблемы теории лексикографии: Автореф. дис. докт. филол. наук. АН СССР, Ин-т рус. яз., Москва, 1976, - С. 43.; Морковкин В.В. Основы теории учебной лексикографии: Дисс. докт. филол. наук. (в форме научного доклада): Институт русского языка им. А.С.Пушкина, Москва, 1990, – С. 72.; Новиков Л.А. Учебная лексикография и её задачи // Вопросы учебной лексикографии / Под. ред. П. Н. Денисова и Л. А. Новикова. Изд-во Моск. ун-та, Москва, 1969. – С. 3-15.

³ Скопина М.А. Проблема отбора лексического материала в учебной лексикографии: Автореф. дис. канд. филол. наук. – Москва, 1975. – С. 21.

⁴ Плехов В.С. К словарному толкованию многозначного слова. - В кн.: Вопросы теории и методики преподавания ин. яз. Гос. пед. ин-т. Вып.5. Красноярск, 1973, – С. 60-64.; Джалалова Л.И. Семантизация многозначных слов в национальной (узбекской) школе. В сб.: Методы и формы обучения русскому языку в национальной аудитории. Вильнюс, 1977, – С. 48-50.; Карунц А.Г. Полисемия и управление глаголов в толковых словарях русского языка (на материале глаголов звучания). В кн.: Вопросы русского языка, литературы и методики преподавания. Сборник научных трудов, т.255. Ташкент, 1978, – С. 21-30.; Горбенко В.Н. К изучению и словарному представлению полисемии русского глагола: Автореф. канд. дисс. Ташкент, 1979, – С.21.; Козлова В.Л. Поиски путей описания семантической структуры многозначного слова. Уч. зап. Пермского ун-та им. А.М.Горького, №268, 1972, – С. 87-100.; Тапова З.В. Лингводидактические проблемы обучения полисемичной лексике русского языка учащихся начальной национальной (Кабардинской) школы: Автореф. дисс. канд. пед. наук. Майкоп, 2006, – С.27.

⁵ Шарафутдинова К.А. Раскрытие значения слова в двуязычном словаре. Ташкент, 1968, – С. 84.; Акабиров С.Ф. Лексикографическая разработка терминологии в двуязычных словарях (на материале русско-узбекского и узбекско-русского словарей): Дисс. канд. филол. наук. Ташкент, 1969, – С. 317.; Тохтаходжаева М.Х. Двуязычные учебные словари и принципы их составления. – Ташкент, 1981, – С.183.; Салиев М.С. Сопоставительные исследования как основа двуязычной лексикографии // Республиканская научная конференция «Вопросы сравнительной типологии». Ташкент, 1981.; Абдурахимов М.М. Узбекская языковая афористика как объект системы учебных двуязычных словарей (на материале узбекского и русского языков): Автореф. дисс. канд. филол. наук. – Ташкент, 1982, – С. 17.; Хайитов Б.Т. Фразеологические единицы русского языка в двуязычном словаре (нормативно-стилистический аспект): Автореф. дисс. канд. филол. наук – М., 1987, – С. 26.; Бушуй Т.А. Фразеология русского языка в двуязычном словаре: дисс. канд. филол. наук. Самарканд, 1989, – С.250.; Турсунова У.Ш. Лингводидактические основы описания многозначных слов в двуязычном учебном словаре (на материале полисемичных глаголов): Автореф. дисс. канд. филол. наук. «Москва», 1985, – С.17.; Каллибекова Г. А. Проблемы учебной лексикографии: Автореф. дисс. канд. филол. наук. Нукус, 1992, – С.48.

двуязычных учебных словарей на основе русского языка, путем раскрытия значения слов в двуязычных учебных словарях, лексикографическому толкованию терминов в двуязычных учебных словарях, проблемам двуязычной лексикографии, толкованию фразеологизмов и афоризмов в двуязычных словарях, лингводидактике передачи многозначных слов в двуязычных словарях.

Даже работы, сделанные в этой области в годы независимости, в частности кандидатская работа И.А.Сиддиковой по представлению качественных синонимов в учебных словарях, исследования Г.И.Бобоевой по языковым основам семантики лексических единиц в двуязычных словарях, преимущественно объектами исследования служили русско-узбекские двуязычные словари. В последние годы, в частности, после докторской работы Б. Бахриддиновой «Учебная лексика в Узбекистане: языковые основы, история и перспективы», учебная лексика в узбекском языкознании вышла на новый уровень. Непосредственно учебные словари З. Рахматовой, З. Раджабовой, Г. Мирханова, Ш. Набиевой стали объектами работ Б. Дониерова, С. Нормаматова, Л. Нематовой, А. Эшмо'минова, О. Холиёрова.

Связь темы исследования с планами научно-исследовательской работы высшего учебного заведения, в котором выполняется диссертация. Диссертация выполнена в рамках исследования по теме “Теоретические и практические вопросы узбекского языкознания”, входящего в план научно-исследовательской работы Каршинского государственного университета.

Целью исследования является выявление современных методов и лингводидактических принципов лексикографического толкования многозначных слов в англо-узбекском и узбекско-английском учебных словарях.

Задачами исследования являются:

- освещение проблем, связанных с лексикографической интерпретацией значений многозначных слов в двуязычных учебных словарях;
- обоснование того, что англо-узбекский, узбекско-английский словари архитектурно представляют собой мегасистемы, основанные на иерархических взаимоотношениях макро-, микро-, мульти -, медиаустановок;
- определение критериев отбора многозначных слов для двуязычных словарей на основе англо-узбекского и узбекско-английского корпусов и определение этапов семантизации значений речевых производных;
- разработка лингвистических и дидактических основ разграничения речевых производных значений многозначных слов в англо-узбекском и узбекско-английском учебном словаре;
- в двуязычных учебных словарях речевая производная служит для дифференциации значений, подтверждения достоверности и присутствия в языке переводно-пояснительной записки, раскрытие роли иллюстративной ссылки в выяснении ее семантической, синтаксической валентности;
- разработка рекомендаций по повышению содержания (содержания) и уровня узбекско-английских словарей, основанных на интерпретации

узбекского языка как изучаемого языка, совершенствованию словарного корпуса путем гармонизации опыта мировой учебной лексики.

В качестве объекта исследования были выбраны многозначные слова английского и узбекского языков.

Предметом исследования являются лингводидактические основы лексикографического толкования многозначных слов в англо-узбекском, узбекско-английском словарях.

Методы исследования. В диссертации использованы методы сравнительно-исторического, описательного (синхронный анализ) анализа семантической структуры многозначных слов английского и узбекского языков; дистрибутивного, трансформационного при дифференциации контекстных значений; компонентного анализа при определении масштаба речевых производных значений.

Научная новизна исследования заключается в следующем:

- она основана на том, что англо-узбекский, узбекско-английский словари архитектурно являются мегасистемой, основанной на иерархических отношениях между макро -, микро -, мульти -, медиаустановками;

- для двуязычных словарей на основе англо-узбекского и узбекско-английского корпусов определены критерии отбора многозначных слов и этапы семантизации значений речевой производной;

- в учебном англо-узбекском и узбекско-английском словарях разработаны лингвистические и дидактические основы разграничения речевых производных значений многозначных слов;

- в двуязычных учебных словарях раскрывается роль иллюстративной ссылки в дифференциации значений речевой производной, подтверждении достоверности и присутствия в языке переводно-пояснительной записки, выяснении ее семантической, синтаксической валентности;

- при выборе многозначных слов в англо-узбекские учебные словари следует опираться на национальные особенности узбекского языка и методическое обеспечение обучения, а не на международные списки – лексические минимумы, предназначенные для обучения иностранцев английскому языку;

- разработаны рекомендации по повышению содержания и уровня узбекско-английских словарей, основанных на интерпретации узбекского языка как изучаемого, совершенствованию словарного корпуса путем гармонизации опыта мировой учебной лексики.

Практические результаты исследования: научно доказано, что англо-узбекский или узбекско-английский многозначный словарь позволяет собирать и лингвистически интерпретировать многозначные слова изучаемого второго языка в рамках одной словарной статьи, определять место контекстуальных значений в микроустановке словаря по степени важности, обогащать контекст узбекско-английского многозначного словаря, предназначенного для изучающих узбекский язык.

Научно обосновано, что разработка лексикографической семантизации многозначных слов английского языка осуществляется на основе анализа многозначных характеристик контекстуальных значений с учетом взаимодействия построения английского языка и узбекского языка.

Достоверность результатов исследования определяется тем, что они сформулированы на основе методологии лингвистического анализа, четко поставлена проблема, используемые методы и теоретические данные основаны на достоверных источниках и соответствуют предмету исследования данным источникам, выводы и рекомендации внедрены в практику, полученные результаты подтверждены компетентными структурами.

Научно-практическая значимость результатов исследования. Научная значимость результатов исследования объясняется освещением дискуссий о возможностях выражения многозначных слов в узбекском и английском языках и различии путей возникновения производных значений, разъяснением вопросов, связанных с лексикографической интерпретацией многозначных слов, возможностью их использования в лингвистике при проведении исследований по многозначности, учебной лексикографии, теории перевода.

Практическая значимость результатов исследования заключается в том, что были приложены упражнения и задания, способствующие усвоению многозначных значений слов, разработаны рекомендации по устранению ошибок, допущенных при толковании многозначных значений слов в двуязычных словарях, а также повышению эффективности преподавания английского, узбекского языков в условиях непрерывного образования, введены курсы “английский язык”, “родной язык ” в общеобразовательных школах, это объясняется тем, что их можно использовать при обучении лексикологии, семасиологии и лексикографии по предмету «Современный узбекский литературный язык» на филологических факультетах высших учебных заведений.

Внедрение результатов исследований. На основе научных результатов, достигнутых в процессе определения современных методов лексикографической интерпретации многозначных слов в англо-узбекских и узбекско-английских учебных словарях и лингводидактических принципов:

из выводов по критериям отбора многозначных слов для двуязычных словарей на основе англо-узбекского и узбекско-английского корпусов и этапов семантики речепроизводных значений, проведенных в Каршинском государственном университете практический проект АИФ-2/17 “Новые технологии в организации учебного процесса высших учебных заведений Узбекистана” (справка №03/151 Каршинского государственного университета от 17 января 2023 года). В результате образовательные учреждения используют целенаправленное использование языковых единиц в образовательном процессе и межличностном общении, речекоммуникативную стратегию в образовательном процессе, эффективное использование двуязычных учебных

словарей на основе цифровых технологий при анализе лексикографической информации, выпуски служили практическим ресурсом;

определить лингводидактическую основу различения производных значений многозначных слов в англо-узбекских и узбекско-английских учебных словарях, значения производной речи в двуязычных учебных словарях, исходя из выводов, полученных по различению слов, подтверждающих аутентичность перевода объяснение и его наличие в языке, выяснение роли иллюстративной референции в выяснении семантической и синтаксической валентности, проводимое в Самаркандском государственном институте иностранных языков в рамках программы Европейского Союза Эрасмус+ на 2016-2018 годы S61624-EPP-I-2015-Uk-EPPkA2-CBHESP-ERASMUS+CBHE JMER: использовано в научно-практическом проекте «Модернизация и интернационализация процессов системы высшего образования в Узбекистане» (Самаркандский государственный институт иностранных языков от 19 января, 2023 № ссылка 92/30.02.01). В результате, согласно вопросам анализа диссертации, она послужила научным и практическим ресурсом при анализе вопросов преподавания в процессе высшего образования, в том числе поиска нестандартного (творческого) решения использования учебников в системе изучения языка и реализации его на практике;

необходимость опоры на национальные особенности узбекского языка и учебно-методическое обеспечение при выборе многозначных слов для англо-узбекских учебных словарей, повышение содержания и уровня узбекско-английских словарей на основе толкования узбекского языка как изучаемого, результаты исследований были использованы в практическом проекте на тему “Virtual Workshop on Collaborative Action Research for English Teachers” (“Виртуальный семинар по исследованиям в области совместных действий для учителей английского языка”), под номером S-UZ800-20-IN-106, который был проведен Наманганским государственным университетом референт № 73-01 Наманганской государственной университета от 7 февраля 2023 года). По результатам исследования уточнено содержание агитационной работы по повышению престижа узбекского языка как языка науки во всех областях, а также выдвинутые, в ходе исследования, предложения и рекомендации по созданию программ, а пособия и учебные словари на основе научных новостей служили для более эффективной организации теоретической и практической работы, направленной на развитие образования и культуры.

Апробация результатов исследования. Результаты исследования были апробированы на 9 научно-практических конференциях, в том числе на 6 республиканских и 3 международных научно-теоретических конференциях.

Публикация результатов исследования. Всего по теме диссертации опубликовано 18 научных работ, в том числе 9 статей в научных изданиях, в том числе 5 в республиканских и 4 в зарубежных журналах, в которых рекомендованы к публикации основные научные результаты докторских диссертаций ВАК Республики Узбекистан.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения и списка использованной литературы общим объемом в 132 страницы.

ЭЪЛОН ҚИЛИНГАН ИШЛАР РЎЙХАТИ
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS

I бўлим (I часть; part I)

1. Nashirova Sh.B. "Xorijiy tillarni o'rgatishda ikki tilli o'quv lug'atlarga ehtiyojning ortishi". So'z san'ati xalqaro jurnali. №5 (2022) DOI. - Toshkent. 2022. - 25-33 b. (10.00.00 №31)
2. Nashirova Sh.B. "Inglizcha-o'zbekcha va o'zbekcha-inglizcha lug'atlar uchun ko'p ma'noli so'zlarni tanlash mezonlari". Buxoro davlat universiteti Ilmiy Axboroti 5/2022. - Buxoro, 2022. -75-80 b. (10.00.00 №1)
3. Nashirova Sh.B. "Inglizcha-o'zbekcha va o'zbekcha-inglizcha o'quv lu'gatlari ko'p ma'noli so'zlarni farqlash muammolari". Xorazm Ma'mun akademiyasi axborotnomasi-12/4. - Xiva, 2022. 145-147 b. (10.00.00 №21)
4. Nashirova Sh.B. "Inglizcha-o'zbekcha ko'p ma'noli so'zlar o'quv lug'atida o'quv-metodik qurilma va mashq-ilovani shakllantirishning lingvodidaktik asoslari". Ilmiy axborotnoma. Gumanitar fanlar seriyasi. - Samarqand, 2022.- 71-75 b. (10.00.00 №6)
5. Nashirova Sh.B. "Inglizcha-o'zbekcha ko'p ma'noli so'zlarning lug'atlardagi bosh va hosila ma'nolari semantizatsiyasi". Til va adabiyot ta'limi ilmiy metodik jurnali.- Toshkent, 2023. 11-13 b. (10.00.00 №9)
6. Nashirova Sh.B. "Ikki tilli ilk o'quv lug'atlarning paydo bo'lishi". "Yangi O'zbekiston: Innovatsiya, fan va ta'lim" mavzusidagi respublika 48-ko'p tarmoqli ilmiy masofaviy onlayn konferensiya materiallari to'plami, -Toshkent, 2023. - 25-27 b.
7. Nashirova Sh.B. "Ikki tilli o'quv lug'atlarga ehtiyojning ortishi". Ilm-fan va ta'limning rivojlanish istiqbollari. 34-konferensiya to'plami. - Toshkent, 2023. -90-94 b.
8. Nashirova Sh.B. "Ingliz va o'zbek tillarini o'qitishga mo'ljallangan ikki tilli o'quv lug'atlar" "Yangi O'zbekiston: Innovatsiya, fan va ta'lim" mavzusidagi respublika 49-ko'p tarmoqli ilmiy masofaviy onlayn konferensiya materiallari to'plami, - Toshkent, 2023. -29 b.
9. Nashirova Sh.B. "Ko'p ma'noli so'zlarni o'quv lug'atlarida talqin qilish muammolari". "Zamonaviy dunyoda ilm-fan va texnologiya" nomli ilmiy-amaliy konferensiya, - Toshkent, 2023. 16-19 b.
10. Nashirova Sh.B. "Leksik tizimda ko'p ma'noli so'zlarning ifodalanishi". "Yangi O'zbekiston: Innovatsiya, fan va ta'lim" mavzusidagi respublika 50-ko'p tarmoqli ilmiy masofaviy onlayn konferensiya materiallari to'plami, Toshkent, 2023. -13-15 b.
11. Nashirova Sh.B. "Ikki tilli o'quv lug'atlarining tarixiy taraqqiyoti va rivojlanish bosqichlari". "Yangi O'zbekiston: Innovatsiya, fan va ta'lim" mavzusidagi respublika 50-ko'p tarmoqli ilmiy masofaviy onlayn konferensiya materiallari to'plami, Toshkent, 2023. -15-17 b.

12. Nashirova Sh.B. "Some comments on the functions of bilingual dictionaries" Eurasian Journal of Humanities and Social Sciences. Volume 8, May, 2022. - P.148-150
13. Nashirova Sh.B. "Interpretation of Polysemy in Compiling Bilingual Dictionaries of English and Uzbek Languages". Central Asian Journal of Literature, Philosophy and Culture. Volume: 03, Issue: 06 June, 2022. – P.18-21
14. Nashirova Sh.B. "Interpretation of Polysemic Words in English-Uzbek bilingual Dictionaries". Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL). ISSN: 2776-0995. Volume 4, Issue 3, March, 2023. - P.130-132
15. Nashirova Sh.B. "Early History of Educational Dictionaries and the First Bilingual Dictionaries". Journal of Pedagogical Inventions and Practices. ISSN: 2770-2367. Volume 18, March, 2023. – P.91-93

II bo'lim (II часть; II part)

16. Наширова Ш.Б. "Criteria for selecting poleseamous words for English –Uzbek and Uzbek-English dictionaries". Наука инновации, образование актуальные вопросы XXI века. Сборник статей IV международной научно-практической конференции, состоявшейся. Пенза: МЦНС «Наука и Просвещение». –2022. - P.103-106
17. Nashirova Sh.B. "On the issue of derivation of compound verbs in Uzbek language". Frontline social science and history journal 1(8), December 2021.- P.100-104
18. Наширова Ш.Б. "On the megastructure of English-Uzbek, Uzbek-English dictionaries of polyseamous words". Современная наука: Актуальные вопросы, достижения и инновации. Сборник статей XXVIII международной научно-практической конференции, состоявшейся. Пенза: МЦНС «Наука и Просвещение». –2022. –159-162 с.

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