THE EXPRESSION OF DIFFERENTIATION RULES IN THE EDUCATIONAL DICTIONARIES

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ABSTRACT

This article discusses the dictionary, the law of grading in the field of lexicography, the role of the word grading in the lexicon. The information provided is scientifically based. It is well known, in the early twentieth century, educational lexicography was separated from general lexicography, and special attention was paid to the creation of modern generations of educational dictionaries. Lingvodidactic direction between linguistics and pedagogical sciences is an important part of the development of the field of educational lexicography as a special field.

KEYWORDS: *Linguistics, Dictionary, Lexicography, Study Dictionary, Grading, Inter-Word Grading, Grading Series, Grading Dictionary, Synonym, Antonym.*

INTRODUCTION

It is well known, in the early twentieth century, educational lexicography was separated from general lexicography, and special attention was paid to the creation of modern generations of educational dictionaries. Lingvodidactic direction between linguistics and pedagogical sciences is an important part of the development of the field of educational lexicography as a special field. At the same time, dictionaries are used in the education system as an aid to school textbooks, which play an important socio-political and cultural role in educating a generation committed to national values, open-minded, independent-minded; fluent in oral and written speech took a special place.

When it comes to the evolution of lexicography, there is a sequence of translation dictionary - linguistic dictionary - encyclopedic dictionary - educational dictionary - electronic dictionary in many places. Research in the history of lexicography in world linguistics has shown that the first versions of the dictionary were created for educational purposes - the first examples of dictionaries were in created for the school as primary textbooks, more precisely, more precisely, it shows that the dictionary served as a textbook in elementary school [Бахриддинова Б, 72].

If the country develops, the language develops too, and the power of the country allows it to increase its official language, the status of its mother tongue. By the middle of the twentieth century, in many developed countries of the world, in particular, in countries such as the United States, Great Britain, Russia, Germany, France, the emphasis is on the development of the state language, the study of the national language and a foreign language. The government recognized the dictionary as the most necessary tool to achieve this goal and set the task of linguistics of the time an important socio-political task - to create school dictionaries that would increase the efficiency of language use and speed up the teaching of a foreign language. Leading linguists, lexicographers, educators and psychologists of the time conducted serious scientific research in this area. In many countries, a new direction of general lexicography has emerged - the network of educational lexicography, and this network has become the most active, "hot" field of lexicography[Бахриддинова Б, 72].

As a result of giving Uzbek the status of the state language and gaining national independence, attention is paid to the official language of the state language - Uzbek. The main task of mother tongue education is defined as cultivating a creative thinker. Working with native language textbooks created on a cognitive basis expanded textbook aids and increased the demand for dictionaries and various databases. The term "study dictionary" has appeared in our linguistics. In particular, Professor A. Nurmanov's book "O'zbek tilshunosligi tarixi", published in 2002, summarizes the achievements of Uzbek lexicography, noting that a new branch of Uzbek lexicography - educational lexicography - has been established[Нурмонов A, 232].In the online encyclopedia posted on the social network qomus.info, in the commentary to the term "Lexicography" written by A. Madvaliyev, "educational lexicography (dictionary dedicated to language learning") is mentioned as a type of lexicography [А.Мадвалиев].

It is well known, any dictionary has a purpose in teaching something. However, only dictionaries created directly for the school will be included in the category of textbooks, and they will be based on specific criteria.

TEXTBOOK - an independent version of the dictionary in lexicography; is educationally oriented and a learning tool. It is characterized by word structure, word choice criteria, placement of dictionary material, method of presenting and interpreting linguistic information, language of presentation, size, design and other features [М.М. Безруких, 262].

This means that a dictionary is a means of presenting information quickly and easily, which is organized according to certain criteria, meets the educational and methodological requirements, serves to form the communicative competence of the learner.

Today, the dictionary is considered to be a truly anthropocentric dictionary. Educational lexicography, as it is considered, is the study of the history of lexicography, the development of the principle of compiling a lexicography, the definition of the type and type of lexicography, the constant improvement, the most active and young network involved in compiling and preparing a new study dictionary.

Dictionaries differ from general dictionaries not only in size, but also in terms of word selection criteria, polygraphic requirements, design, composition, arrangement of parts of the dictionary.According to B. Bahriddinova, the general structure of the dictionary - mega-structure - consists of the following main parts:

1) Access;

2) Educational and methodological support;

3) Dictionary corpus;

4) Application - rules of use of the dictionary, a list of used abbreviations, basic and auxiliary indicators, and others [Бахриддинова Б, 35, 58].

Not just a textbook, but any dictionary is a part of a scientific work. In the introductory part of the mega-structure of the textbook, the purpose of the dictionary, the tasks set, the principles underlying the compilation of the dictionary, as well as the dictionary the procedure for using the name is provided. In most academic textbooks for relatively older users - university students, "Introduction" also serves as a methodological guide to the dictionary. That is, this section also provides information, conditional abbreviations, and explanations of lexicographic pomegranates to make the dictionary easier to use. For example, the mega-structure of "O'zbek tili sinonimlarining izohli lug'ati" (O'TSIL) is defined by three parts – the introductory word, the vocabulary, and the index. Since this dictionary is intended for students of higher education institutions of higher education - universities and pedagogical institutes - part of the guide to the introduction and work on the dictionary - teaching aids are combined. Therefore, the introduction

provides a brief introduction to synonyms, a synonym series and its structure, the nature of the dictionary, the structure of the dictionary article, work with the dictionary [Хожиев А, 3, 6].

Teaching aids are one of the most important features of a dictionary. B. Bahriddinova explains to it: "What is meant by the methodical device of the textbook? It is well-known that in today's world, where the number of sources of information is growing at an unprecedented rate, the ability to quickly and easily find the information you need is one of the most important indicators of a modern person. Tobe able to use a dictionary effectively, a student must be able to work on a dictionary. The educational-methodical device forms the scientific-methodical basis of the educational dictionary, distinguishes it from any small pocket dictionary, reference-dictionaries created for various purposes, the dictionary is used to adapt the maximum extent in the educational process. It includes information about the corpus of the dictionary, the structure of the dictionary article, lexicographic symbolism, as well as exercises and tasks for working with the dictionary [Бахриддинова Б, 60].

As we mentioned in the previous parts of our work, the semantic similarity of words is called the phenomenon of synonymy, and the semantic opposite is called the phenomenon of antonymy.There is another phenomenon that is semantically reminiscent of the paradigmatic relationship in word lexical meanings, in which words are based on semantic differences. This linguistic phenomenon is called the phenomenon of graduonomy in linguistics. We covered this linguistic phenomenon in detail in the previous sections of our work. As mentioned earlier, synonymy is based on the phenomena of similarity, closeness, or similarity, while graduonymy is based on factors of difference. This means that the phenomena of synonymy and graduonymy are very different. Still, there is a spiritual connection between them. And how does this spiritual relationship manifest itself? In fact, while it is possible to use one contextually in place of another instead of one of the synonyms, this may not be the case for graduonyms based on denotative meanings, but in all cases the degree differences between graduonyms may be strong or weak. In such cases, the similarity in the semantics increases, which leads to a spiritual closeness (not unity, as in synonyms), as a result of which they are able to use one instead of the other due to some contextual factors.

Introduction to the "O'zbek tilining so'zlar darajalanishi o'quv lug'ati" by Sh. Bobojonov and I. Islamov, compiled for school children in the Uzbek language There was talk of necessity. Information about the characteristics of the dictionary, the order of presentation of the dictionary, the differences from other dictionaries of this type, the symbols used in the dictionary: This handbook is a dictionary of Uzbek language grading, in which the grading of words is given in alphabetical order in the form of a graduonymic series without speech examples:

Bitter - bitter - sour - sweet - sweet;

Previous - present - next;

Adoq - waist - head;

Guilt – sin – crime [Ш.Бобожонов, И.Исломов, 9];

Also, until the end of the last century, inter-verbal spiritual relations were limited to synonyms and antonyms. It is explained that such types as hierarchy are defined, this dictionary differs from the previous dictionaries in the formation of the dictionary by distinguishing synonyms from these relations: "The semantic semantic semantics is an inter-lexeme relationship in which the noun and function semantics are the same, the expression semantics are different, and the same object, character, and action are represented. Hierarchies are lexemes in which common noun semantics are the same, but represent different levels of a particular semantics.

It should be noted that the Uzbek word-level dictionary does not fully meet the requirements of the
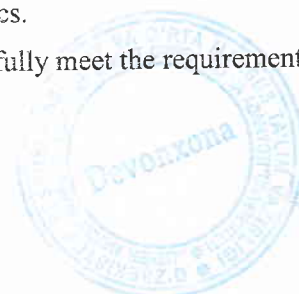
educational lexicon. More precisely, in our linguistics the methodological support of such dictionaries is not yet fully developed. The dictionary of word grading of Sh. Bobojonov and I. Islamov, which is recognized as an example of the above-mentioned dictionary of word grading, also does not have a practical guide to help the user to work on a complete dictionary. This, of course, is one of the tasks facing our linguistics in the development of lingvodidactical research and pedagogical lexicography.

The dictionary corpus is a collection of all dictionary articles in the dictionary and is an integral part of the dictionary mega-structure. According to sources, the corpus makes up 90-98% of the dictionary. The corpus of a graduonym dictionary is usually made up of alphabetical rows based on alphabetical order. Graduation dictionary coverage is determined by the number of rows, not words. Each graduonomic series is equivalent to a separate dictionary article and is based on several internal devices. A dictionary articles is the basic structure of a dictionary, and its building components vary depending on the type of dictionary. It is usually found in annotated dictionaries. In modern educational graduonomic dictionaries, a dictionary article consists of the following components: 1) a series of graduonyms; 2) general description of the series, lexicographic comment; 3) illustrative material.

Graduonymic series (hierarchical series, graduonomic paradigm, hierarchical paradigm) is a series arranged on the basis of the interrelationships of at least three hierarchical units. A hierarchical sequence is a lexical and phraseological graduonymic sequence whose location is based on the level of application and methodological subtleties.

In a graduonymic line, the dominant line is at the beginning of the line, and the alphabetical order of the line is determined by it:

SILENT, RESERVED, SELF-CONTAINED, INCOMMUNICATIVE Very little talk, very little interference: **Reserved, self-contained** has a stronger negative sign. **Incommunicative** has a saying, "Speak no secret, and find what's inside me". Apparently, the paradigm of grading silent - reserved – self-contained - incommunicative is based on the semantics of "negative color". In the lexeme silent of the row, this meaning is not defined (neutral), and in the lexemes reserved, self-contained, the negative color is more strongly expressed. Incommunicative has reached the level of "find what's inside me" [Ш.Бобожонов, И.Исломов, 18]. Accordingly, the lexeme silent at the beginning of the line is the basis for determining the position of the paradigm in the dictionary.

The authors of the book "O'zbek tili sistem leksikologiyasi asoslari" focus on the following features of dominance:

1) The content is poorer and superficial than that of all other synonyms in the series;

2) The scope and amount of application is wider and more extensive than other synonyms;

3) Be able to replace all words in their meaning group at any time at the request of the speech condition;

4) Be able to express additional semantic semantics of lexemes in a row by certain additional means;

5) Most importantly, to a lexical paradigm that is greater than semantics - the inclusion of only the dominant lexeme in the same semantic sequence in the content groups of lexemes [МенглиевБ.Р, 166].

It is well known, the graduonymic paradigm is always open. Therefore, the dictionary of graduonim dictionaries from time to time - graduonymic series, firstly, on the basis of the requirements of the period, speech, social demand, free from unnecessary consumption and enriched with new ones, and secondly, the units of speech, phrases, types of independent lexeme
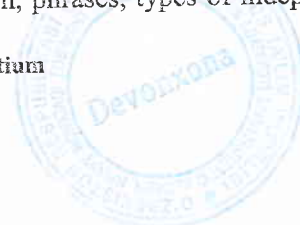
semantics the word, the phrase, is connected with the figurative meanings of speech, and expands its range by means of speech hierarchy (contextual synonym).

A general lexicographical interpretation of a graduonymic sequence is a general interpretation specific to all lexemes in a ranking series. In dictionaries, this section is usually not very large. Basically, the dominant name semaphore is given. For example:

ABZAS - INDITION - RED LINE

Indent right at the beginning of the first line of some piece of text.

• Write from a paragraph, from a red line; indent [ГайбарянО.Е, 74].

Depending on the age of the dictionary user, the semantics of each lexeme listed in the comment may be interpreted separately. In particular, in the OTSDL, this dictionary is a separate component of the article. For example:

DIRTY, FOUL, GRIBBY, GRIMY, MUCKY, UNPIRE, UNFAIR

The purity is gone, the reflection of the clean. Dirty has a broad concept and can be applied to anything that is not clean. The words foul and gribby are applied to things, people and their clothes. Grimy is mainly used for clothes and for the stingy. Unpire is applied to the ground [Ш.Бобожонов, И.Исломов, 18].

In this dictionary article, the general commentary section "Purity is gone, the reflection of purity", "Dirty has a broad concept and can be applied to anything impure, to the situation" of the dominant, "Foul, gribby applies to the thing, the person and his clothing. Grimy is mainly applied to clothes and mucky to people. Unpire is applied to a place.

Illustrative material is an important part of grading dictionaries, showing how each lexeme in a row occurs in a speech environment. The following illustrative material is attached to the above dirty, foul, gribby, grimy, mucky, unpire, unfair graduonymic paradigm:

Although this wide street, which stretches from north to south, was paved with stones, its edges were as rough, dusty, and dirty as the streets of Karabulak (M. Ismaili). He stopped and picked up a skinny, dirty puppy and came out after everyone (Oybek). The people walking in the market are citizens, dirty, gribby, foul (Oybek). What is the need to lie down in a loose place when there is a ready place (H.Shams). Gribby is carrying a kitten, wow! (S. Anorboyev). In Uvada, a warm grimy coat, a humor of a chilvir belt (A.Qahhor). While alone in the store, the traveler thought that he had to do something in the morning to feed himself and Unsin (Oybek). You are right, Azimjan. But since I came back from there, my heart has been pounding like a man who has conquered something unclean (A. Mukhtor) [ХожиевА, 109,110].

For the time being, we will limit ourselves to this, as the problem of selecting illustrative examples for ranking dictionaries will be covered in the next chapter of our work.

As well as, in recent years, the general structure of educational dictionaries has been improving due to the authors' experience in compiling a dictionary, whether the dictionary is an electronic or printed dictionary, and other factors. Z. Rajabova, who conducted research on educational phraseological dictionaries, said that the mega-structure of the educational dictionary is "1) introduction; 2) Teaching aids such as "How to use the dictionary?", "Instructions for using the dictionary", "Instructions for working with the dictionary"; 3) conditional abbreviations used in the dictionary and their interpretation; 4) dictionary corpus, ie dictionary; 5) applications. He notes that the overall structure is enriched with several parametric parts based on existing lexicographic

traditions, as well as new parts based on innovative methods of presenting lexical units for lexical study [РажабоваЗ.И, 145].

Typically, keywords in the graduonomic row are capitalized in black, while other words are lowercase and plain in the index. Next to it (after the hyphen) is the first word of the graduonymic line with the capital letter:

POOR

Poor - impecunious - indigent - beggar

HANDSOME

Handsome - attractive - beautiful - cute - bonny [Ш.Бобожонов,И.Исломов, 19]

This means that a word-level dictionary mega-structure should consist of the following components:

- Entrance;

- Teaching aids (instructions for using the dictionary)

- Corps consisting of a series of degrees;

- Alphabetical list of ranking words - consists of indicators.

The body is made up of graduonomic rows, which make up the macro structure of the dictionary, and each graduonomic row is equal to a separate dictionary article, making up the microstructure of the dictionary.The dictionary article, in turn, is a separate system - a hierarchy, a general description of the series, a lexicographical interpretation of each graduation lexeme in the series, and a structure of illustrative material. The location of the graduonyms is based on the semantics of the graduonyms, the period of application, the scope of application, the level of consumption, the methodological color, and so on.

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