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UTILIZATION OF DICTIONARY

Abstract: Today, languages are the main mean to communicate and socialize with people in companies, organizations, and firms, even universities. In teaching languages, especially, Russian language is being required for learners/specialists at target place of work.

However, to learn second language is not easy, it requires a lot of hard work, particularly, on the issues with translation of authentic context by dictionaries; electronic, paper-based, internet access. Furthermore, some adult learners prefer using online dictionaries and Google translator significantly more than print dictionaries in translating a written context. Moreover, students may enrich their knowledge of vocabulary by using more dictionaries in translating technical texts related to specialty.

This paper highlights some ideas of scholars on the issues of effective use of dictionary and which dictionary is the best to reflect the target needs of learners, and experiment carried out on using choice of dictionaries among the students with technical profiles.

Key words: paper-based dictionary, electronic dictionary, teaching Second language, using dictionary in Russian language classes.

Language: English

Citation: Shadmanova, N. I., & Raximova, D. P. (2019). Utilization of Dictionary. *ISJ Theoretical & Applied Science, 05 (73),* 129-131.

Soi: http://s-o-i.org/1.1/TAS-05-73-22   *Doi*: crossref https://dx.doi.org/10.15863/TAS.2019.05.73.22

Introduction

Vocabulary is considered to be the most important source of language proficiency (Carter &McCarthy, 1988). Dictionaries are one of the most common lexical resources available in the form of books or in electronic versions. Learners feel more confident in the ability to use a dictionary (Gonzalez, 1999). According to Tseng (2009), dictionaries are trustworthy companions to second and foreign language learners because it guides them to uncover the meanings of unknown words. Nesi and Meara (1994) asked subjects to use dictionaries as an aid in writing sentences containing unfamiliar words. They found that many adult language learners systematically misinterpret dictionary entries. Grabe and Stoller found that using a bilingual dictionary in a consistent and appropriate manner was indeed beneficial for vocabulary learning and reading development (James Coady, 1993:286). Contextual acquisition research does demonstrate that most vocabulary knowledge comes from meaningful language encounters. If the language is authentic, rich in content, enjoyable, and above all, comprehensible, then learning is more successful. In acquisition of Russian language, and translating from L2 into L1 language, learners should have dictionary if they do not have enough vocabulary knowledge according to written context they are studying. Besides, at present, there are varieties of dictionaries to use in class or out of class. The main issue is how effective to use them for learning purposes. Present study investigates scholars' perceptions according to the use of dictionary in class, and experiment carried out with learners, their beliefs, attitudes to the using choice of dictionaries during the SL classes.

1. Literature Review

Dictionary is considered as an effective and reliable source for learning vocabulary in a second or a foreign language (Ali, 2012). Moreover, dictionaries are a vital pedagogical tool that exerts much influence in language learning. Scholfield (1982) states that

learners use bilingual dictionaries because they can easily find the meanings or translations of unknown L2 words in their L1 as well. According to Stein (1989), the use of a bilingual dictionary for comprehension is effective because it provides a general understanding of certain kinds of words, such as the entries related to science, cultural institutions as well as scientific and cultural terms. She points out that the use of bilingual dictionaries is effective because they provide ready translation equivalents for common words and exact translation equivalents for institutional technical and scientific terms. However, Thompson (1987:286) supported the development of "a new generation of learners' bilingual dictionaries" and argued against monolingual dictionaries. He opines that monolingual dictionaries tend to be orbicular in defining the entries, e.g., an entry laugh, has synonyms amuse, amusement, humor. One can also observe that these entries are routinely used as synonyms for each other's definitions. Besides, in the past, researchers argued that bilingual dictionaries narrow down the thinking process of L2 learners in the target language and L2 learners may cultivate the tendency to understand L2 words by way of translating them to L1 (Scholfield 1995). Also, bilingual dictionaries have more than one L1 or L2 equivalents for a given L2 or L1 entry which might pose a problem for the dictionary users. Tomaszczyk (1979) conducted the first survey of the dictionary requirements of learners. The findings of Tomaszczyk's study suggests that despite their perception that bilingual dictionaries were inferior in terms of content and reliability, the subjects reported more use of bilingual dictionaries when compared to monolingual dictionaries.

2. Text-Translation

Scholfield (1982, 1999) states that we are mistaken if we think that learners can open the dictionary and be provided with words to fit with the context. However, according to the scholdfields' ideas, learners cannot translate the subject-oriented context if they do not have post-experience or view in L1 on subject matter and even if they have a dictionary. Besides, learners must know and follow linguistic rules within the context because they should know the word occurring in the text whether it is noun or verb or adjective, they have different meaning in contexts. For example; **Тахеометр;** понятное дело, измерять углы, длины и высоты разными приборами — не слишком удобно и довольно

долго к тому же. Поэтому для тех случаев, когда нужно проводить несколько типов измерений, существуют приборы комбинированные, такие как тахеометр. Это наиболее современный электронно-оптический прибор, который позволяет измерять любые длины, разницы высот и горизонтальные углы.

Some studies recently starting investigating and comparing conventional dictionaries versus electronic dictionaries. When students need to look up information about words or lexical phrases, they have several dictionary resources from which to choose, including paper-based, online resources, and handheld electronic devices. Traditionally, paper dictionaries have been a common choice for the SL students. Picture dictionaries give essential vocabulary in word form along with illustrations instead of definitions and it is very helpful for low proficient learners.

3. Using Electronic dictionary or paper-based

With the rise in technological development, the use of conventional book dictionaries has decreased because of advancements in computer-mediated tools. Studies conducted in the last 20 years found that language learners in classrooms had embraced using electronic dictionaries over paper-based dictionaries .However, few studies have researched electronic dictionary use, the two kinds of computer-mediated look-up aids identified are the online type-in dictionary and the pop-up dictionary. They recognized that a desired word or phrase could be searched using the online type-in dictionary and a pop-up dictionary. Moreover, they are also useful because the words in a text can be selected or clicked to make the dictionary entries appear alongside the text on the screen. Bower and McMillan (2006) found that 96% of the students owned electronic dictionaries, and 90% of them were very active electronic users on reading and writing task (writing 53% and 37%).
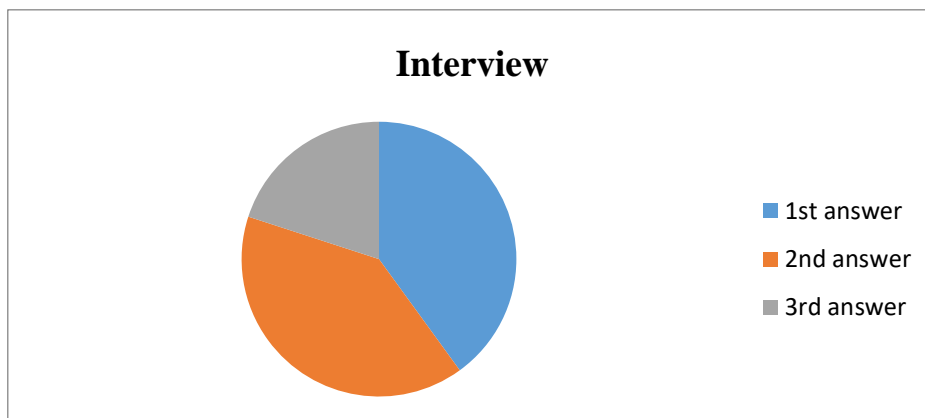
4. Experiment

While teaching Russian language, we carried out survey with students from the faculty of Oil and Gas, Karshi Engineering-Economic institute, Karshi, Uzbekistan.

The survey consisted of following questions in general;

What kind of dictionary would you like to use in the classes of Russian language?

Interview

Legend:
- ■ 1st answer
- ■ 2nd answer
- ■ 3rd answer

Respondents' answer based on following;
1. I would like using a paper-based dictionary (90%)
2. I would like using an electronic dictionary (90%)
3. I would like using an internet-based (Google-translator) dictionary (45%)

As we may see the collected data from the interview with the students that most of them preferred electronic dictionary uploaded in smart-phones, and paper-based dictionary for correct translation of authentic context, on the contrary, some of them were willing to use internet based dictionary (Google-translator). However, they stated that they should not always rely on the translation variants of Google-translator because sometimes there may be some mistakes if the text is very technical. Instead, they prefer to use post-experience or rely on the background knowledge of subject matter in L1 and translate with paper-based dictionary.

Conclusion

The purpose of this study was to explore engineering students' perception of dictionary use as well as teachers' opinion about dictionary use. The results revealed that students reported using electronic and paper-based dictionary more than other type of dictionaries. Furthermore, the findings showed that most of the students check their dictionaries for word meaning and spelling and they pay little attention to other information such as pronunciation, illustrated examples, and collocations. It is certainly a pity that despite the time and efforts spent by lexicographers on supplying different information besides word definitions, they are not fully utilized by the users. Information about pronunciation and part of speech in an entry can be beneficial for students to improve their writing and speaking abilities with words. The ability to use words in a clear, comprehensible and grammatically correct way also becomes increasingly important as students advance in their language proficiency.

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