

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHIQ (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2023 Issue: 06 Volume: 122

Published: 13.06.2023 <http://T-Science.org>

Issue

Article



**Sojidakhon Saidmakhmadovna Samadova**

under the SEI “Khujand State University named after acad. B.Gafurov”  
candidate of philological sciences, Associate Professor of the department of English language  
Khujand, Tajikistan  
[sojidakhon@mail.ru](mailto:sojidakhon@mail.ru)

**Muhayo Abdulloevna Yuldosheva**

under the SEI “Khujand State University named after acad. B.Gafurov”  
applicant of the department of Tajik language and literature attached to the faculty of oriental languages  
Khujand, Tajikistan

**Parvina Ismoilovna Bobokalonova**

under the SEI “Khujand State University named after acad. B.Gafurov”  
applicant of the department of Tajik language and literature attached to the faculty of oriental languages  
Khujand, Tajikistan  
[bobokalonova83@mail.ru](mailto:bobokalonova83@mail.ru)

## THE IMPORTANCE OF MAINTAINING AND USING DICTIONARIES WHILE LEARNING FOREIGN LANGUAGES

**Abstract:** The given article dwells on the importance of maintaining and using dictionaries while learning foreign languages. It is noted that knowing a foreign language other than your native language has evolved to be extremely beneficial. It is worth mentioning that lexicography is a science of dictionary compiling. English lexicography dates from the fifth century. English - Latin dictionaries came into existence in this period. In conclusion, it would be desirable to have one's own personal dictionary for recording special terms; unlike the personal educational dictionary discussed above, this dictionary may include a thematic set of special vocabulary, comments made on the topic, and other professional foreign language information. Working on foreign-language technical or special texts is inevitably associated with the use of dictionaries, so a personal dictionary can reduce the time spent to a minimum; in addition, a foreign term reviewed several times in the text and fixed is remembered faster and more firmly.

**Key words:** dictionary, foreign language, lexis, practice, English - Latin dictionaries, thematic set of special vocabulary.

**Language:** English

**Citation:** Samadova, S. S., Yuldosheva, M. A., & Bobokalonova, P. I. (2023). The importance of maintaining and using dictionaries while learning foreign languages. *ISJ Theoretical & Applied Science*, 06 (122), 84-89.

**Soi:** <http://s-o-i.org/1.1/TAS-06-122-16> **Doi:**  <https://dx.doi.org/10.15863/TAS.2023.06.122.16>

**Scopus ASCC:** 3304.

### Introduction

UDC 81.821.08

In today's era, multilingualism has become more than just 'important'. Knowing a foreign language other than your native language has evolved to be extremely beneficial. Whether viewed from the financial or social aspect, being able to communicate

in a foreign language helps to make 'real' connection with people and provides a better understanding of your language. A good dictionary is an essential tool for any language learner. It can, however, be difficult to use, and not all language learners fully understand how a dictionary works, or the best type to use [1; 3; 6].

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIIHQ (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

The science which studies the dictionary is lexicography. Lexicography is the science of dictionary compiling. English lexicography dates from the fifth century. English - Latin dictionaries came into existence in this period. The first dictionary of English was published in 1755 by Samuel Johnson in which he gave the origin of words with examples from the works of famous writers. There are different kind of dictionaries such as bilingual, monolingual, explanatory, terminology dictionaries and etc. Nevertheless in all stages of learning foreign languages it is necessary to organize personal educational dictionaries. Maintaining personal educational dictionaries, which everybody has repeatedly encountered when learning a foreign language, can be much more beneficial if a systematic approach is applied in this regard. With a systematic approach, each new lexical unit considered or phraseological expression will take an appropriate place in the educational dictionary, which will certainly contribute to their better assimilation, interconnection with other lexemes and freer use in speech practice. The very fact of maintaining personal dictionaries when learning a language is by no means superfluous or optional, since the written fixation of any word or expression is much more productive way of memorizing them than when listening or searching in a common dictionary. In addition, this is the easiest way to refresh the studied material in memory, to repeat something that is not memorized in the head [12, p.8].

### The main part of the article

However, as observations show, the unsystematic fixation of words in the order of acquaintance with them, which is used quite often, does not adequately meet the goals of systematizing vocabulary. Foreign words columned on the left side of a notebook page with translation on the right and transcription in the middle column - this is a picture of dull, often abandoned halfway or a quarter of the way, educational dictionaries that keep traces of negligence and lack of demand. Such a dictionary can be active only when it is maintained taking into account the dynamic properties of linguistic units. Only in this case it becomes initially focused on the use of the studied lexical material in acts of speech communication. How to achieve this?

Logically, the simplest way of primary systematization of lexical material can be the breakdown of the studied lexical units into parts of speech<sup>1</sup>. Based on this principle, words are recorded in dictionaries in separate sections corresponding to the main (significant) parts of speech - noun, verb, adjective, adverb [2; 4; 7; 9].

At the same time, it is very useful to do something that is not done in any general dictionary - to write nouns (countable) with the indefinite article (in the singular), and verbs (in the indefinite form)

with the particle to. And of course, it is completely unacceptable to write words not in the infinitive, but in one of the paradigms (for example, writing an adjective in the form of one of the degrees of comparison or a verb in the form of the past tense). This is confusing and is a gross violation in the maintenance of dictionaries. If you understand which of the forms of the word is the main one and which is categorical, then they will be entered in the dictionary in the only correct way. What happens with separate fixation in the dictionary of lexical units by parts of speech?

Firstly, each of them immediately acquires its own syntactic potential for the language learner, i.e. the ability to use it in a speech unit - a sentence as a subject, predicate, attribute, object and adverb [11, p.20].

With direct word order in English at first, this can be very helpful, because, when composing a sentence, you can choose a subject or object from the first section ("Nouns"), a predicate from the second section ("Verbs"), a definition from the third section ("Adjectives"), a circumstance from the fourth section ("Adverbs"). A new manager plays tennis well. — A new manager speaks English well. — A new manager knows English well. — A clever manager speaks English well. — A clever manager speaks English badly. For example, the sentence A new colleague plays tennis well is instantly composed and parsed into parts of speech, in it any of the lexical units can be replaced, which is the mechanism for using words in speech. A new manager plays tennis well. — A new manager speaks English well. — A new manager knows English well. — A clever manager speaks English well. — A clever manager speaks English badly.

### Discussion

Thus, maintaining dictionaries by parts of speech can be of real help in developing the skill of constructing simple and then complex sentences in speech. Secondly, maintaining a dictionary according to the part-of-speech principle contributes to a better identification of antonymic, synonymous and thematic lexical relationships.

So, for the adjective *tall*, it will not be difficult to choose the antonym *short*, and for the adjective *pretty*, it will be a synonym for *beautiful*. The same connections are established in our minds, which is why words are chosen so quickly in speech with fluency in the language. As for thematic links, they are similarly formed when lexical units united by the same topic entered into dictionaries [12, p.10].

For adjectives, for example, it is possible to unite on a color basis, on the basis of size and volume, on the basis of descriptive characteristics, etc. For nouns, thematic associations can go on certain topics: family, study, office, travel, etc. The main thing is so that the abundance of lexical material does not overlap the

## Impact Factor:

**ISRA (India) = 6.317**  
**ISI (Dubai, UAE) = 1.582**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIHLI (Russia) = 3.939**  
**ESJI (KZ) = 8.771**  
**SJIF (Morocco) = 7.184**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

permissible limits and does not distract from the main task - the systematic and consistent study of the various possibilities of using language means in speech practice, which combines grammatical and lexical means of expression [8; 10; 14].

It is not at all necessary and even in many cases not useful that at the initial or middle stage of language proficiency a certain lexical topic is represented by all possible words and phrases at once. The topic can be constantly expanded and supplemented as knowledge deepens and the structural capabilities of the language are mastered.

The same applies to the synonymy of verbs, which expands very gradually, from direct, dominant nominations that belong to the core vocabulary, to peripheral nominations that concretize the meaning and make speech more accurate and diverse. For example, to think—to suppose—to consider—to estimate—to infer—to imply, etc.

Including verbs in a separate section can mostly reveal the movement from units that are most frequent in use to units that have a more private, individual meaning. Therefore, it is not surprising that among the first four hundred recorded verbs there will be about a hundred irregular verbs (their forms should be indicated in brackets after the indefinite form of the verb).

This will help navigate quickly when choosing the necessary form of the verb as the organizer of the sentence, first in the course of writing tasks, and then in real speech practice, since, as mentioned above, the order when fixing vocabulary in the dictionary leads to ordering their storage in long-term memory [15; 16; 17; 19].

The correct organization of the vocabulary in the mind of the learner is extremely important, since in the course of any speech act, the operations described occur, including the selection of lexical units, their comparison, combination, rearrangement, decision making, etc.

Maintaining an educational dictionary broken down into parts of speech makes it possible, as it were, to personally follow this process when compiling sentences - there is comparison, selection, combination, and decision-making, which occurs according to the grammatical rules of the language. Actually, to these two operations - the choice of words from the dictionary and the composition of messages according to the rules of the language [18, p.27].

Speaking about the compilation of sentences according to the rules of speech, one can identify another advantage of maintaining a training dictionary by parts of speech, which lies in the greater convenience of working with prepositions, especially when used with verbs. As you know, the meaning of verbs in the English language can change radically due to a change in the preposition, and these metamorphoses are much more convenient to follow

and learn if all the verbs are concentrated in one place, and not randomly scattered throughout the dictionary.

Effective perception and mastery of polysemy verbs in all meanings cannot be instantaneous, it will be gradual; however, the mandatory inclusion of them in educational dictionaries with the appropriate preposition and translation will be invaluable in their assimilation and subsequent use in speech [13].

Here one more circumstance must be taken into account: in the same meaning, the use of a verb with a preposition in English often corresponds to a non-prepositional use in Russian and vice versa. Some verbs of the English language, in principle, do not have direct equivalents in Russian, Tajik, some have several meanings, the assimilation of each of which is necessary in order to approach mastering the skills and abilities of a full-fledged foreign language speech. Such lexical phenomena, as observations show much better traced and assimilated if they are broken down into separate parts of speech.

In addition, the reaction is much faster and more effective in the process of searching for a word when performing exercises on the differentiation of meanings, on determining lexical meanings by definition, and other lexical exercises. Another section of the dictionary - the last one - should be reserved for recording activated phraseological units and idiomatic expressions, including stable colloquial constructions.

This article reflects the lexical and grammatical compatibility of linguistic elements, which allows them to use as ready-made speech models. Such expressions and constructions include, for example, the following: to take a car/a bus/a train/ a plane; to be in time for come on time; to fall in love; it won't do that; you don't say so it doesn't matter, etc.

The perception and introduction of such expressions and constructions into the dictionary plays a significant role in the formation of communicative competence in language learning. The location at the end of the educational dictionary makes it possible to refresh their memory and use them in practice quickly, during dialogical work in the classroom or during direct communication in an English-speaking environment.

Depending on the type of teaching aid that is used in mastering a foreign language, there comes a time when it becomes necessary to use a common dictionary. This does not mean at all that from this moment there is no need to make entries in the educational dictionary. On the contrary, the use of a common vocabulary is more efficient if the found lexical unit is fixed as described above.

However, if the maintenance of the educational dictionary could partly take place in the classroom, then the use of a common English-Russian and Russian-English dictionary is confined exclusively to extracurricular activities, and therefore marks a new stage in language acquisition, involving an independent search and selection of meanings that

## Impact Factor:

<b>ISRA (India)</b>	<b>= 6.317</b>	<b>SIS (USA)</b>	<b>= 0.912</b>	<b>ICV (Poland)</b>	<b>= 6.630</b>
<b>ISI (Dubai, UAE)</b>	<b>= 1.582</b>	<b>PIHII (Russia)</b>	<b>= 3.939</b>	<b>PIF (India)</b>	<b>= 1.940</b>
<b>GIF (Australia)</b>	<b>= 0.564</b>	<b>ESJI (KZ)</b>	<b>= 8.771</b>	<b>IBI (India)</b>	<b>= 4.260</b>
<b>JIF</b>	<b>= 1.500</b>	<b>SJIF (Morocco)</b>	<b>= 7.184</b>	<b>OAJI (USA)</b>	<b>= 0.350</b>

correspond to a particular context. A good dictionary, like a textbook, can be compared to a high-precision working tool, the quality of which ultimately determines the result of the time and effort spent. As for the electronic Internet dictionaries that are so popular in our time, their use, on the one hand, certainly saves search time, however, on the other hand, the word displayed on the site page, even in its many meanings, is perceived in isolation from the general treasury of the language, which is a good dictionary.

Leafing through it in search of the right word, can be stumbled upon something interesting and memorable, which means that when using a regular, non-electronic dictionary, the student is in closer contact with the lexical richness of the language.

And it's time to answer the question, in what cases and at what stage of mastering the language, the use of a common dictionary becomes an integral part of the educational process. The beginning of the systematic use of a common vocabulary in terms of the described approach should be timed to coincide with the completion of the basic level of language acquisition (Intermediate level) and the transition to the second level (Upper Intermediate level) [12, p.16].

By this time, students have a fairly high level of language competence, i.e., implicit knowledge of the language system, which allows them to be automatically used in speech. At the same time, at this stage, a fairly high level of linguistic intuition (of the first order) is noted.

All these parameters of language proficiency determine a new approach to working with a text, which includes, among other things, independent semantic of lexical units based on the context (as opposed to working on basic-level texts accompanied by a list of newly encountered lexical units).

If, when working with text, contextual semantisation is not possible, the use of a common dictionary is required (outside the classroom). Thus, work with the English-Russian dictionary is primarily necessary for the functional reading of educational texts - at first adapted with a progressively increasing complexity of the lexical and grammatical set of language tools, and then - non-adapted, original texts. In this kind of work, unfamiliar lexical units should not be fixed in no case, in a list with the subsequent finding of their values in a common dictionary outside the given context.

On the contrary, each of the words should be considered in the course of working on the text, looking in the dictionary for exactly the meaning that corresponds to its use in a given contextual situation. Naturally, in the process of using the English-Russian dictionary, one comes across words that correspond to a whole range of meanings. Such words should be recorded in the educational dictionary in the meaning in which they are used in the text, leaving room for other meanings that will be considered during lexical

analysis, during exercises and when using this word in speech practice. As for the Russian-English dictionary, its use is aimed at finding additional means of expression when performing creative written (or oral) tasks, if the available lexical unit does not have the unit or units necessary to formulate an idea. In principle, when performing such tasks, one should be focused on using the already existing arsenal of language tools - this is precisely the art of writing a story or report within the framework of the curriculum.

However, sometimes the lack of lexical material can be compensated by searching for the missing lexical item in the general dictionary. In this case, there is a certain risk, since from a series of data in the dictionary of values, a completely different value may be found that should be used in the message and which should have been selected. Errors of this kind happen, they can be corrected – that is not the point.

The point is to learn to respect the fact that not all concepts of one language can be literally expressed in another.

Nevertheless, it should be noted that, as observations show, lexical units meaning objects and qualities can be quite easily found and embedded in the created text. As for lexemes that mean actions or processes and perform a predicative function in an utterance, one must be very careful with them so as not to damage the semantic organism of the utterance as a whole.

Another side that motivates the independent search for additional lexical means may be the identification of an individual style of foreign language. This is a very important point, since each person has an individual style of speech with turns and expressions characteristic of him personally, which are most consistent with his inner world.

In the native language, the style of speech is formed as they grow older. When learning a foreign language - with the acquisition of the ability to think in a foreign language, which is accompanied by the variability in the use of language means. Therefore, it is quite natural at a certain stage of language learning to find parallels and correspondences between individual turns of native and foreign languages in order to use the latter in foreign language speech activity. These can be introductory words, phraseological turns, idiomatic expressions. Usually, finding and using them in written or oral speech is associated with the logic of the statement, so this work is extremely useful. The use of monolingual (explanatory) dictionaries becomes possible and highly desirable when two-thirds of the way to learning a language is already over; then, with sufficiently formed skills of speech activity, there is a need to improve these skills by expanding the vocabulary from core to peripheral vocabulary. In addition, monolingual dictionaries make it possible not to involve the use of the native language in the



## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHII (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

process of selecting synonyms or interpreting words, but to achieve understanding exclusively within the framework of foreign language means.

Working with monolingual dictionaries is very useful, because in addition to the interpretation of lexical units, they give examples of the live use of each or almost each word in a sentence. The perception of such authentic examples makes an invaluable contribution to the development of speech skills and feelings. It is also interesting to note that the famous Hornby Dictionary, for example, takes into account the thematic principle of dictionary organization: consideration of the meanings of a number of generalizing nominations is accompanied by illustrations indicating the designations of objects or phenomena that make up the topic.

Such illustrated "differentiations" can be found on many topics, for example, musical instruments, musical instruments, flowers, insects, wild animals, etc. Tasks referring to monolingual dictionaries can be very diverse; they are confined, as a rule, to extracurricular activities: the search for definitions, the addition of a synonymic series, the differentiation of meanings when using lexical units with prepositions in different meanings, the replacement of a sentence member indicated by a given word with an expression that has the same meaning, etc.

A monolingual dictionary can also be of great help for understanding the patterns of word formation, since, firstly, all lexical units on the pages of the dictionary are divided into syllables, and secondly, the meanings of words formed from the same roots with the help of affixes - suffixes and prefixes [12, p.12].

It is most rational to start working with a special terminological dictionary in order to master special professional vocabulary after studying the language system and mastering basic speech skills. In this case, based on the mastered language material and developed foreign language thinking, special vocabulary will be a natural addition, expanding

lexical possibilities when mastering a certain special topic for its professional use.

Special dictionaries exist for many areas of knowledge: physics and chemistry, medicine and pharmacology, economics and law. They are built on the same principle as ordinary bilingual dictionaries, with the only difference that the lexical material presented in them relates to a specific professional topic, making up a set of special terms. Provided that the language is spoken at an advanced level, the use of such a dictionary for mastering professional vocabulary or for translation work in any field will not be difficult: the language system formed in the mind will freely accept new lexical information, which will function perfectly in the general system of the language. It is another matter if the knowledge of the language system is the most superficial, as often the case when studying the "specialty language" in the first and second years of study at a non-linguistic university.

Classes in a special branch in foreign language practice are designed to deepen language skills, expand the intellectual sphere and create opportunities for the free use of special vocabulary in free foreign language speech activity. Working with special dictionaries can be of great help in this regard, since, using such a dictionary, it is not difficult to compose a lexical set necessary for studying a particular topic, conducting correspondence or negotiations.

**In conclusion**, it would be desirable to have one's own personal dictionary for recording special terms; unlike the personal educational dictionary discussed above, this dictionary may include a thematic set of special vocabulary, comments made on the topic, and other professional foreign language information. Working on foreign-language technical or special texts is inevitably associated with the use of dictionaries, so a personal dictionary can reduce the time spent to a minimum; in addition, a foreign term reviewed several times in the text and fixed is remembered faster and more firmly.

## References:

1. Ashrapov, B.P. (2021). On the issue concerned with communicative culture and its impact on students' personal development. *Designing. An Experience. Result*, No.4. pp. 12-14.
2. Ashrapov, B.P. (2021). On the issue concerned with principles of interethnic tolerance formation of higher educational establishments students. *Designing. An Experience. Result*, No. 3. pp. 16-18.
3. Ashrapov, B.P. (2021). On the issue concerned with students' self-sufficient work organization in the educational process (based on credit tuition). *Designing. An Experience. Result*, No. 2. pp. 5-7.
4. Ashrapov, B.P. (2022). Effectiveness of video materials for foreign language teaching. *International Journal of Humanities and Natural Sciences*, 2022. No.4-1(67). pp.74-76.

**Impact Factor:**

**ISRA (India) = 6.317**  
**ISI (Dubai, UAE) = 1.582**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIHII (Russia) = 3.939**  
**ESJI (KZ) = 8.771**  
**SJIF (Morocco) = 7.184**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

5. Ashrapov, B.P. (2022). Foreign Language Learning Strategies. *Tendencii razvitija nauki i obrazovanija.*, No. 85-5. pp. 64-66.
6. Ashrapov, B.P. (2023). Teaching foreign languages based on distance tuition system. *International Research Journal*, No. 2(128). – DOI 10.23670/IRJ.2023.128.1.
7. Ashrapov, B.P., & Dodokhojaeva P.I. (2021). On the issue concerned with communicative competence of students of foreign languages faculties. *Obrazovanie ot "A" do "Ja"*, No.3, pp. 5-6.
8. Ashrapov, B.P., & Murodi, N. (2021). On the issue concerned with the notion of teaching methods in the didactical system. *Designing. An Experience. Result*, No. 4. pp. 15-17.
9. Ashrapov, B.P., & Rizoeva P.S. (2021). On the issue concerned with empirical research on distance tuition. *Obrazovanie ot "A" do "Ja"*, No. 2. pp. 7-8.
10. Kamyanova, T.G. (2017). *English grammar. English Grammar: Theory and Practice Part II. Key exercises.* (p.368). Moscow: Eksmo.
11. Kamyanova, T.G. (2015). *Practical course of English language. The 9<sup>th</sup> edition.* Moscow: Slavonic publishing house.
12. Kamyanova, T.G. (2017). *Successful English. Systematic approach to learning English.* (p.480). Moscow: Eksmo.
13. Karlinsky, A.E. (1974). Some features of speech activity in the primary and secondary languages. *Study of verbal and mental activity*, pp. 55-65.
14. Rashidova, D.A., & Ashrapov, B.P. (2022). The Leader of the Nation Emomali Rahmon's Contribution into Enactment of Programme of Foreign Languages. *Herald of the Pedagogical University*, No. 3(98), pp.85-88.
15. Samadova, S.S. (2022). Basic properties of the term and the concept of modern terminology. *Herald of the pedagogical university.* No. 6-2(101). pp. 114-119.
16. Samadova, S.S., & Khakimov, N.S. (2021). The problems of formation of syntax units related to computer terminology in Tajik language (with application of English language materials). *Biology and Integrative Medicine*, No. 6(53). pp. 319-324.
17. Samadova, S.S., Yuldosheva M.A., & Bobokalonova P.I. (2021). Mult - verb - words and its difficulties of learning. *Eurasian Scientific Association*, No. 12-4(82). pp. 300-302. – DOI 10.5281/zenodo.5834091.
18. Simonov, P.V. (1989). Beauty is the language of the superconscious. *Science and life*, No. 4. pp. 27-37.
19. Sodiqova, P.O., & Ashrapov, B.P. (2023). On the issue concerned with communicative culture formation of English language future teacher. *Theoretical and applied aspects in the field of humanities: Materialy V Mezhdunarodnoj nauchno-prakticheskoy konferencii, Rostov-na-Donu, 28 aprelja 2023 goda*, (pp. 202-204). *Rostov-na-Donu: Obshhestvo s ogranichennoj otvetstvennost' u "Izdatel'stvo Manuscript.*