

THE INTERCONNECTION AND INTERRELATION FEATURES OF WORDS AND THEIR IMPORTANCE IN COMPILING SECOND LANGUAGE DICTIONARIES

Arabağlantı ve İlişki Kelimelerinin Özellikleri ve İkinci Dil Sözlüklerini Derleme
Önemleri

Hadicha MUHIDDINOVA *, Azamat AKBAROV **

Öz: Kelimelerin sistematik ilişkisi sözlükçülük alanının dikkat merkezinde olan sorunlardan biridir. Sözlükler oluşturulurken bir fikrin sözcük özelliğine dikkat edilmesi gerekiyor. Hem görünüm hem anlam olarak uyumlu sözlükler bu noktadan itibaren belirli bir sıralama takip etmelidir. İlk olarak (a) kelime (b) kullanım, (c) kökeni, (d) eş anlam, (e) zıt anlam, (f) sesteş, (g) ortaklık, (h) sözcük-sözdizimsel bağlantıları bir açıklama ile (isimler, sıfatlar, fiiller), (i) yüklemcil merkezleri, (j) deyimler ve (k) illüstrasyonlar. Bu tür sözlükler büyük bir pratik öneme sahiptir. Gelecekte, Özbekçe sözlük derlemeye ciddi dikkat edilmelidir ve kelimeler kök kelimeler bir birleriyle bağlantılı olarak ana dildeki pasif kelime bilgisini aktifleştirmeye yönelik geliştirilmelidir.

Anahtar kelimeler: sözlükçülük, arabağlantı, Özbekçe, sözlük

Abstract: The relation of systematic words is one of the problems which is at the center of attention of lexicographers. While composing dictionaries we have to pay attention to the lexical feature of an idea. From this point of view integration lexicography dictionaries should follow certain order. Starting with (a) an explanation of words (b) the usage, (c) the origin, (d) synonyms, (e) antonyms, (f) homonyms, (g) association, (h) lexical-syntactic connections (with nouns, adjectives, verbs), (i) predicative centers, (j) phrases, and (k) illustrations. These kinds of dictionaries have a great practical importance. In future, serious attention should be given to compiling Uzbek dictionaries and to make special efforts in teaching words and their interrelation, including stem words and how to show their connection, their images in a mother tongue, all of their parts and associations and their active lexis help to activate passive words.

Keywords: lexicography, interconnection, Uzbek, dictionary

* Uzbek State World Languages University Tashkent, Uzbekistan

** International Burch University Sarajevo, Bosnia and Herzegovina

INTRODUCTION

While teaching a language, the most important task is to know the peculiarities of the interconnection of words. And one of the effective factors in learning and teaching Uzbek as a second language is to conduct specific research on the interconnection and interrelation of features of words and to compose special dictionaries of Uzbek language for Russian speaking students.

Meanwhile, the issue about the interconnection and interrelation of the peculiarities of words were investigated not only by many linguists but by some psychologists as well. One of those is the prominent psychologist N.I. Jinkinn. According to him, the integration of speech units is divided into 2 phases. He also relates “the grammar field” with the second phase of speech unit’s integration. Furthermore, he points out that in the first phase of this process, words and word forms are spread out in the “speech field”. In the second phase a speaker selects the necessary words for primary explanation of the idea which is followed by correct grammar form and then collocates with a suitable word [1,45]. For instance, according to N.I. Jinkinnanoun, an adjective and an adverb do not usually collocate with other words. They are called as lexics which are spread in the “vocabulary field” but divided into characteristic groups.

In addition, it is necessary to know the interconnection of a particular word with other words. The acquisition of the speaking process in a second language develops in uneasy way when compared to the oral process in target language, because the students are not familiar with the word association systems of foreign language. Moreover, critical thinking should be developed about the words in context. For instance, in the Uzbek language in order to link the words word forming affixes, conjunctions and auxiliaries are mainly used. These grammatical means are not however, enough to identify the features of the interconnection of words. So, it’s proved that except for word forming affixes, conjunctions, auxiliaries there are other grammatical means which serve to connect two words. Thus, this kind of phenomena should be taken into consideration while learning and teaching the language and developing the process of speech [2,53-55].

It is also important to explain the connection of a noun and a verb as key words and identify their correct and incorrect interrelation meanings. It should be denoted that in many handbooks by A. Pulatov, I. Muminova, I. Pulatov [4] and “Secular Uzbek language” and especially the research about enriching the speech of students with verbal phrases in non-philological faculties by M. Karakhujaeva [3,23] are very useful. Yet it is a drop in the ocean, and classifying Uzbek words into key words (dividing them according to interconnection features), and some other issues which have to be solved in the future.

G.Ahmedovahas did a research on integrating and developing Russian speaking student's practice and experience. Her study shows the effective result of the Russian speaking students' skills and experience concerning formed words, depends on the successful consolidation of word forming affixes and lexico-semantic relation systems. The research also clarifies that one of the as yet unsolved problems in composing dictionaries is that each meaning of one word is taught individually. Here, several meanings of words are not combined around one concept. In result, they are only learned and soon forgotten by students [5,79].

In recent years our Uzbek linguists have done some researches on the systems and interconnection of words. While M.Korakhujaeva is doing her research on linguistic principles of economic terms, she informs about the interrelation systems in Uzbek linguistics when studied as a language units and how to use the character of the language units basing them on system characteristics. She also introduces how far lexemes help to improve learner's speech till fluency. The study also declares that it impossible to improve speaking skills without learning the ways of logical and semantic interrelation.M.Korakhujaeva deals in her study with word interconnections and their logical relations, the relation of economic terms with verbs and their relationship within semantic-syntactic models [6,33].

However, it is revealed that the word's different characteristics and their features in a speaking process is a whole dynamic process, with the usage of oral lexics features found in the process.Thus, concrete language events are analyzed connecting them to the ways of communicative situations. This analysis is useful in learning Uzbek as a second language. Russian language methodologicalscintists and foreign languages link semantic principles with lexics and grammar forms in texts. For example, T.P.Skorikova exemplifies A.A.Leontev's ideas and agrees with him: "To share two facts methodically in functional-semanticly theory: it is focused on locating one semantic language form and analyzing oral speech psycholinguistically" [7,86-87].

One of the main functions of a good teacher is to pay attention to lexic form's relations with semantics, logical interconnection and differentiation features in a foreign language context. For instance, *секинга тирмоқ* (to speak slowly) phrase in Uzbek language has many meanings in context. 1) to whisper; 2) to speak in a low speed. In order to differentiate this situation one should pay attention to the low pronunciation features of the word "секин", when it is spoken with the meaning of "speed" in the word "секин", it is pronounced [i:].When it is talked about in the meaning of low voice the word "секин" is pronounced [i]. Such cases of homophony can cause a number of difficulties in the process of language learning. In the language spoken in Bosnia and Herzegovina, homographs are numerous. Bosnian, a language stemming from the Slavic family, bearing close ties to the neighboring Croatian and Serbian languages, has a notoriously difficult system of homographic, but not homophonic, words. Thus, words such as pas (belt) and pas (dog) are differentiated via

the length of the central vowel, [a:] and [ʌ] respectively. Similarly, the vowel length determines the meaning in *duga* /du:gʌ/ (rainbow) and *duga* /dugʌ/ (long), *luk* /luk/ (onion) and *luk* /lu:k/ (bow), *kupiti* /ku:piti/ (buy) and *kupiti* /kupiti/ (pick up, collect). Additionally, functional lexemes such as the auxiliary form of *to be* in Bosnian is a homograph with the word for solitude; thus *sam* /sʌm/ (to be, present tense, nom.) and *sam* /sa:m/ (alone) can be differentiated only through the slight tonal change. Finally, the numerous cases remnant in Bosnian create homographs through case change. For example, the word *unuka* /unʊkʌ/ (granddaughter) is in the nominative case. The word *unuka* /unuka:/ is the plural genitive form of the word grandchildren [12]. These kind differences of oral forms are seen in use context. It is very important to differentiate functional-semantic, phonetic, lexical, morphological and syntactic features in teaching oral speech.

From this point of view, it is one of the problems which is at the center of attention of lexicographers in the relation of systematic words.

The linguist L.M. Plehanova emphasizes that while composing dictionaries we have to pay attention to the lexical feature of an idea. From this point of view integration lexicography dictionaries should be compiled as followings: 1. An explanation of words. 2. The usage of words. 3. The origin of words. 4. Synonyms. 5. Antonyms. 6. Homonyms. 7. Association. 8. Lexical-syntactic connections (with nouns, adjectives, verbs). 9. Predicative centers. 10. Phrases. 11. Illustrations [8,11-12]

These kinds of dictionaries have great practical importance. In future, serious attention should be given to compiling Uzbek dictionaries and to make special efforts in teaching words and their interrelation, including stem words and how to show their connection, their images in a mother tongue, all of their parts and associations and their active lexics help to activate passive words.

As a first experiment, it was used for beginner classes as Uzbek-Russian picture dictionary [9]. In the dictionary some words are given as a descriptive expressions as themes, sometimes they are placed next to the dictionary articles. For example, the word *ўсимликлар* as a big group name, it was sub-grouped by *дарахтлар*, *майсалар*, *гуллар*, *полиэкинлари*. Dividing into the groups of thing-object nouns, from general to specific, helps students to learn the words better and use in their own ways.

In some pictures it was associated to show all parts of an object. For instance, while giving the word *дарахт*'s necessary to present the other parts as: *илдизи*, *танаси*, *пўсти*, *шоҳ*, *барг*, *гул*, *новда*, *мева*, because pupils imagine the tree with its all parts and know how to name each part of a tree in their mother tongue.

In that position, we should say that naming component parts and logical-semantic relationship of a thing-object noun in mother tongue and learning language

should be differentiated. Thus, we can see in the example of Uzbek and Russian languages. As an example, in Uzbek the tree's upper part is called as *пўстлоқ* (bark) but a melon's and watermelon's outer part is called *пўчоқ* (peel). In the Russian language it is called as *корочка*.

Melon's and watermelon's inner part seeds are called as *қовуннинг уруғи* and watermelon's as *тарвузнинг дони*. In other words, the words can differ from the semantic relationship and interconnection. In Russian language, both of them have the same translation as *косточка*. So, the name of thing-object picture, it's a good idea to give them as dividing into component parts and show all their names separately.

More than that, different exercises focused on synonym, homonym and antonym formations and words, which can help learners to differ words and grammatical ways of meanings. These types of exercises, according to a linguist M.A. Jurabayeva should be accepted in compiling the following issues:

- the special difficulties of word forming;
- from the simple to complex didactic principles;
- written and oral exercises which serve for constructive peculiarity;
- study process and independence of students [10,13].

Certainly, in learning a language, one should be aware of the word formation possibilities. Learning and teaching the possibilities word formation suffixes place a great practical role for enhancing the vocabulary and developing exercises. So that nowadays this is the most important issue to pay attention while compiling successful and useful Uzbek dictionaries in order to master a second language. Moreover, it's pleasant to know that Uzbek language is not only becoming known and taught in Uzbekistan, but also all over the world.

Фойдаланилган адабиётлар

- ЖИНКИН, И. Н. (1982). Речь как проводник информации. – М.:Наука, – С. 45.
- СУЛТОНОВА, О.Ў (2006). Ўбек тили дарсларида ўқувчилар нутқини ўстириш. /Тил ва адабиёт таълимида янги педагогик технологиялар, 2-қисм. – Т. -53-55-б.
- ҚОРАХЎЖАЕВА, М. (2002). Феълларни ўқитиш асосида нофилологик гуруҳлар талабаларининг касбий нутқини шакллантириш методикаси: АҚД. – Т. - 23-б.
- ПЎЛАТОВА., МЎМИНОВА Т. (2003). Пўлатова И. Дунёвийўзбектили. – Т.:ЎЗМУ.
- АБДУРАЎМОНОВА М., (1998). Аббосова Г. Нутқ ўстириш бўйича қўлланма (Ўзбекистон Республикаси Президенти асарлари бўйича). –Т.
- АХМЕДОВА, Г.М. (2003). Ўзбек тили дарсларида ўқувчилар нутқини ясама сўзлар билан бойитишнинг методик асослари (таълим рус тилида олиб бориладиган мактаблар мисолида): Пед. фан.... номз. дисс. –Т. - 79-б.
- ҚОРАХЎЖАЕВА, М. (2002) Феълларни ўқитиш асосида нофилологик гуруҳлар талабаларининг касбий нутқини шакллантириш методикаси: Пед.фан....номз.дисс. –Т. - 3-б.
- СКОРИКОВА, Т.П. (1988). Теория функционально-семантического поля и проблема соотношения системности – функциональности – коммуникативности // Языковая системность при коммуникативном обучении.– М.: Русский язык. – С. 86-87.
- ПЛЕХАНОВА, Л.М. (1998). Лингвостилистические особенности семантико-функциональный характер лексем, выражающих гуманистические ценности: АҚД. – Т. – С. 11-12.
- ҲОЖИЕВ А., МУҲИДДИНОВА Х.С. (2007). Ўзбекча-русчаварусча-ўзбекча расмли луғат (таълим рус тилида олиб бориладиган мактабларнинг бошланғич синфлари учун). – Т.: Ўқитувчи.
- ДЖУРАБАЕВА М.А. (1975) Аффиксальная синонимия в узбекском языке: АҚД. – Т. – С. 13.
- ХАЛИЛОВИЎ, С. (1996) Правопис Босанског Језика. Културно Друштво Препород.