The Issue of Standardizing Onomastic Units in Bilingual Educational Dictionaries

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Abstract: Bilingual educational dictionaries are of great importance from linguistic and pedagogical perspectives, serving as the primary lexical resource for language learners, translators, and researchers. Concurrently, the standardization of onomastic units in dictionaries - namely, personal names, geographical locations, historical events, and cultural terms - is an urgent task. Onomastic units are distinguished by their uniqueness; their transliteration, phonetic and orthographic correspondence, as well as their translation or preservation in the original form play a crucial role in ensuring language accuracy and transmitting cultural heritage.

This article analyzes the scientific foundations and practical methods of standardizing onomastic units in bilingual dictionaries. It emphasizes the importance of uniform formatting when compiling dictionaries and developing a set of rules for the pronunciation and spelling of names. Additionally, it demonstrates that including interpretations of names and contextual information ensures their correct understanding and enhances user-friendliness. The article also examines the potential for simplifying the language learning process and improving the efficiency of translation and research work through the standardization of onomastic units in bilingual dictionaries.

Keywords: Onomastic units, bilingual dictionary, standardization, transliteration, lexicography, phonetic and orthographic compatibility, translation.

Introduction: Bilingual educational dictionaries occupy an important place in the field of modern linguistics and pedagogy, serving the purpose of teaching lexical richness to language learners and creating a reliable resource for translators and researchers. At the same time, the accurate representation and standardization of onomastic units in dictionaries, such as names of persons, geographical places, and historical and cultural events, is a pressing issue. Onomastic units are distinguished by their unique characteristics: they do not fully conform to phonetic and orthographic rules, and they require a special approach in the process of translation and transliteration.

The primary objective of standardizing onomastic units in dictionaries is to accurately convey the pronunciation, spelling, and meaning of names, as well as to ensure clarity for users. This process is particularly crucial in bilingual dictionaries, as names possess language-specific phonetic and orthographic features, which may lead to various confusions when transferring them to another language. From this perspective, key principles such as a uniform approach, phonetic and orthographic correspondence, translation of names, and inclusion of explanatory notes and contextual information play a vital role in creating bilingual dictionaries in scientific literature.

Moreover, the standardization process helps improve the quality of the dictionary, enhance user experience, and align the information in the dictionary with unified scientific norms. For instance, personal names and geographical terms may be written differently in various sources; bringing such cases to a single standard form reduces confusion for users and simplifies the language learning process. Additionally, by incorporating annotations and supplementary information, the historical, cultural, and semantic significance of names is preserved, serving as an

important resource not only for language learners but also for researchers and translators.

The standardization of onomastic units in bilingual educational dictionaries is of great importance in modern linguistic research and language teaching. In today's era of globalization, language learning and translation activities are expanding, and the effectiveness of intercultural and interlingual communication is becoming increasingly crucial. From this perspective, ensuring a consistent approach to the pronunciation, spelling, and translation of names in dictionaries guarantees the accuracy and clarity of information for users.

Standardization of onomastic units in dictionaries not only ensures the phonetically and orthographically accurate expression of the language but is also a vital factor in transmitting cultural and scientific heritage, utilizing vocabulary as an effective tool, and enhancing the knowledge level of language learners. When this process is carried out based on scientific methodology, bilingual dictionaries become a valuable resource not only from an academic standpoint but also in practical terms.

LITERATURE REVIEW

Analysis of the literature allows for an in-depth study of the standardization of onomastic units in bilingual dictionaries, providing a systematic review of existing scientific research and practical experiences. Through this analysis, theoretical approaches to the topic, advanced research in the fields of lexicography and onomastics, as well as standardization methods used in dictionary creation are identified.

The period from the second half of the 19th century to the early 20th century represents a crucial stage in the formation of the Uzbek national language and the development of modern Uzbek lexicography. During this era, the norms of the literary language were consolidated, and lexicographical activities began to evolve on a scientific basis. The intensification of translation processes and the expansion of the press necessitated the systematic recording of lexical units [3, p. 159]. Consequently, the demand for creating explanatory and bilingual dictionaries increased. This process laid the theoretical and practical foundation for the subsequent period of Uzbek lexicography.

Among the explanatory dictionaries, there are sources of particular scientific value for Uzbek onomastics, one of which is "Uzbek Names: Explanation of 14,600 Names" by E.A. Begmatov [2]. This dictionary is the result of the author's long-term research and encompasses a wide range of personal names characteristic of the Uzbek people. In this work, names are not merely listed; rather, their origins, semantic

foundations, and formative features are thoroughly explained.

Alisherova and Sodikova (2025) focus on lexicographic principles in creating thematic dictionaries in English and Uzbek. They demonstrate the importance of word selection, categorization, and semantic precision in compiling dictionaries [1, p. 134]. The study reveals that English dictionaries rely on a hierarchical system, while Uzbek dictionaries depend on contextual grouping. In bilingual dictionaries, cultural and linguistic differences pose challenges in the translation process. The authors emphasize that integrating digital tools and artificial intelligence helps improve dictionary quality. The results indicate that user-friendliness, semantic accuracy, and cultural appropriateness are crucial for making thematic dictionaries effective.

In the process of creating bilingual educational dictionaries, the issue of determining their linguodidactic foundations at the intersection of linguistics and language teaching methodology holds particular scientific importance. Scientific research conducted by researchers working in various countries in this field has served to interpret the functional capabilities of bilingual dictionaries more broadly. According to researchers, such dictionaries are not limited to translating units from one language to another but also serve as an effective tool for developing knowledge, skills, and competencies that are important for students in the process of mastering a foreign language.

In particular, the renowned lexicographer Ladislav Zgusta, in his work "Manual of Lexicography," systematically analyzes the structure, content, and stylistic features of bilingual dictionaries, paying special attention to their role in the educational process [10, p. 360]. According to the scholar, one of the main factors determining the didactic effectiveness of a dictionary is the accurate representation of lexico-semantic relationships of words in bilingual dictionaries, clearly reflecting their usage in various speech situations through context. From this perspective, the theoretical views proposed by Zgusta serve as a methodological foundation for creating modern bilingual learner's dictionaries and expand the possibilities of integrating this type of dictionary into the teaching process.

The issue of standardizing onomastic names in bilingual dictionaries is one of the most relevant and complex areas of modern lexicography. Since onomastic units - personal names, place names, ethnonyms, and other naming units - reflect the national and cultural characteristics of the language, their transfer from one language to another requires accuracy and consistency [4, p. 21]. In the standardization process, it is crucial,

first and foremost, to establish unified norms for the spelling, pronunciation, and orthography of names, as names presented in different variants can lead to confusion and misinterpretation for dictionary users.

It is also necessary to harmonize the principles of transliteration and transcription when presenting onomastic units in bilingual dictionaries. In some cases, it is crucial to preserve the national form of the name, while in others, it is necessary to adapt it to the phonetic and graphic system of the target language. This approach serves to enhance the didactic and practical effectiveness of bilingual dictionaries.

Theoretical studies indicate that standardized onomastic units help users correctly understand language units from contextual and pragmatic perspectives, while also contributing to the development of intercultural competence. Therefore, considering the linguodidactic and cultural aspects of onomastic names in the development of bilingual dictionaries and presenting them based on unified standards is regarded as an effective approach in the fields of linguistics and lexicography.

Ahmad Hojiyev, one of the representatives of the Uzbek lexicographical school, systematically analyzed the internal structure of bilingual dictionaries and their didactic potential in his scientific research [3, p. 288]. The scholar particularly emphasizes the importance of considering dictionary users' age characteristics, language proficiency levels, and cognitive needs in the process of composing dictionary entries. In his opinion, it is precisely this user-oriented approach that facilitates the acquisition of lexical resources and increases the practical effectiveness of bilingual dictionaries in the educational process. In this regard, Hojiyev's views serve as an important methodological foundation for the development of bilingual learner's dictionaries.

In Muhammadjon Shokirov's scientific research on lexicography, the issue of presenting phraseological units in English and Uzbek in bilingual dictionaries is extensively and thoroughly examined [8, p. 240]. The researcher substantiates that when translating phraseological units, it is necessary not only to focus on semantic correspondence but also to consider their national-cultural content. He emphasizes that revealing the cultural differences between phraseological units existing in the two language systems is a crucial factor in developing intercultural competence among dictionary users.

When synthesizing these studies reviewed in the literature, it is determined that employing a user-oriented approach in creating bilingual dictionaries, based on linguodidactic principles, as well as considering the contextual, pragmatic, and cultural characteristics of language units, will significantly enhance the quality and effectiveness of the educational process.

METHODOLOGY

The study examined the process of standardizing onomastic names in bilingual dictionaries using comparative, descriptive, and corpus-based methods. In the first stage, existing literature on Uzbek and English lexicography was analyzed, and the linguodidactic, cultural, and semantic features of onomastic units were identified. Then, a corpus consisting of personal names, place names, and historical-cultural terms was compiled, and the translation variants, phonetic forms, and contexts of the names were studied. Subsequently, a comparative analysis of Uzbek and English names was conducted, and transliteration, transcription, and cultural-semantic differences were identified. In the final stage, the user's didactic needs were assessed based on standardized names, taking into account age groups, language proficiency levels, and effectiveness in the learning process. As a result, the study enabled the standardization of onomastic names in bilingual dictionaries in a consistent, semantically and culturally adapted form.

DISCUSSION AND RESULTS

When including personal and place names in the dictionary, it is crucial to consistently represent their phonetic and graphic features. For example, the Uzbek name Shoxrux can be rendered as "Shokhrukh" in English, or Muxlisa as "Mukhlisa" in English. Through standardization, a unified form is selected, preventing confusion among users.

The translation of names should not be limited to lexical correspondence but should align with their cultural and historical context. For instance, the name Samarqand is given in English as "Samarkand," but its historical description is provided in the dictionary with additional information. This helps users correctly understand the meaning and cultural significance of the name.

Standardized onomastic names enhance the didactic value of bilingual dictionaries. Foreign language learners can effectively use the dictionary with the help of names presented based on a single and consistent standard. This reduces errors in the language learning process and serves to implement linguodidactic goals.

Standardization of onomastic names contributes to the development of intercultural competence in users. For example, when national terms such as Mahalla or Navruz are presented in dictionaries with additional

explanations, users gain a clear understanding of Uzbek culture [8].

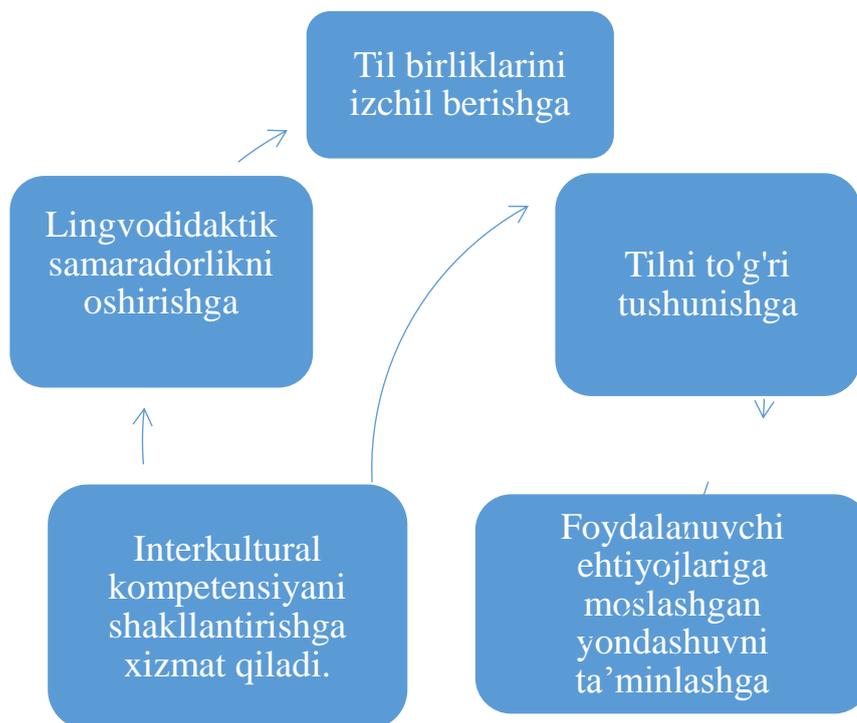The analysis shows that the standardization of onomastic names in bilingual dictionaries:

Figure 1. Benefits of standardization

Additionally, in the standardization process, harmonizing transliteration and transcription principles, incorporating cultural and historical context, and considering the user's age are identified as the main methodological principles.

When translating Uzbek place names into English, various options may arise.

Table 1. Double spelling of onomastic names

No.	Uzbek name	English name	Brief description
1	Toshkent	Tashkent	Capital name
2	Samarqand	Samarkand	Region name
3	Qo'qon	Kokand	City name
4	Buxoro	Bukhara	Region name
5	Shohida	Shokhida	Girls' name
6	Orol dengizi	Aral Sea	Place name
7	Farg'ona	Fergana	Region name
8	Muxlisa	Mukhlisa	Girls' name

In the standardization process, phonetic correspondence and national context are preserved. For example, rendering the name "Qo'qon" as "Kokand" ensures ease of pronunciation in English while also indicating the national sounds of the Uzbek language.

The name "Orol dengizi" is given as "Aral Sea" for precise identification of the geographical area, while its ecological and historical significance is explained through additional commentary. This example demonstrates the need to simultaneously consider phonetic, semantic, and cultural aspects in the standardization process for bilingual dictionaries. As a result, dictionary users receive accurate and reliable information, and errors in translation and interpretation are reduced.

The process of standardizing personal names in bilingual dictionaries encounters numerous complexities and methodological difficulties. In names such as O'tkir or Utkir, Uzbek special letters (o', g') are not accurately represented in English, which makes it challenging to maintain consistency in pronunciation and spelling. Consequently, various transliteration rules and pronunciation differences complicate the presentation of personal names in a single, standard form.

Furthermore, there is a need to preserve national and cultural characteristics in personal names. For instance, the pronunciation of a name in Uzbek and its historical or cultural context are sometimes lost when translated into English. This situation makes it difficult for dictionary users to correctly understand the original meaning and pronunciation of the name. Variant forms of personal names, abbreviations, and changes in spoken pronunciation create additional complications in dictionary compilation [9, p. 12].

Therefore, when standardizing personal names in bilingual dictionaries, it is necessary to develop uniform rules, consider phonetic and cultural aspects, and take into account the age group and language proficiency of the user [1, p. 134]. This approach ensures consistency and accurate translation of names, providing users with the opportunity to use the dictionary effectively. Simultaneously, the standardization process helps preserve national and cultural values, transforming the dictionary into a comprehensive scientific, didactic, and practical resource.

As a result, standardizing personal names in bilingual dictionaries not only enhances the accuracy of translation and pronunciation but also develops users' intercultural competence, increases the effectiveness of the learning process, and further strengthens the dictionary's importance as a linguodidactic resource.

CONCLUSION

This research aimed to systematically study the issues of standardizing onomastic names in bilingual dictionaries. The research results showed that ensuring phonetic and graphical consistency, considering the semantic and cultural context of names, as well as adopting a didactic approach tailored to user needs, stand out as the main factors in increasing the effectiveness of dictionaries. Standardized onomastic names help users correctly understand language units from contextual and pragmatic perspectives, reduce errors in the translation process, and foster intercultural competence.

The study revealed that presenting naming units in bilingual dictionaries based on unified standards not only ensures phonetic and graphical accuracy but also allows for the preservation of national and cultural characteristics. For example, considering phonetic and cultural compatibility when translating personal and geographical names ensures that dictionary users correctly understand the original meaning and pronunciation of these names. Additionally, incorporating historical, cultural, and phraseological context further enhances the linguodidactic and methodological significance of the dictionary.

The results showed that the following principles are of key importance in creating bilingual dictionaries:

Tamoyillar
- izchillik va yagona tizim
- semantik aniqlik
- didaktik moslik

Figure 2: Key principles in creating a bilingual dictionary.

Furthermore, the study found that standardizing onomastic units in bilingual dictionaries serves not only to improve translation quality but also to create a solid methodological foundation for scientific research in the fields of lexicography and linguodidactics. This process is particularly valuable as a guide for Uzbek language learners and translators.

In conclusion, it can be emphasized that the standardization of onomastic names in bilingual dictionaries serves to consistently present linguistic units, provide a user-friendly approach, develop intercultural competence, and increase linguodidactic effectiveness. At the same time, this process contributes to the preservation of national and cultural values and helps transform the dictionary into a practical and scientifically comprehensive resource.

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