

Principles of Lexicographic Description of Aphorisms and Their Presentation in Educational Corpses

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Abstract: This article discusses the main principles of lexicographic description of aphorisms and their presentation in educational corpora. The importance of such parameters as authorship, source, semantic annotation, pragmatic function, thematic tag, translation variant, and reference to context for an aphorism is substantiated. Also, the integration of the aphorism dictionary and corpus, multi-parameter search, parallel language pairs, and the possibilities of didactic application are analyzed. As a result, a model for the effective organization of aphorism resources in scientific and practical terms is proposed, and the mechanisms of their application for electronic platforms are described in detail.

Keywords: Aphorism, lexicography, educational corpus, search tag, context, parallel base, linguistic didactics.

Introduction: Today, one of the most important tasks of linguistics is not only to describe language units, but also to create the possibility of their collection, search and practical use in systematic databases. From this point of view, aphorisms deserve special attention. Because, although they are small in size, they are semantically dense, pragmatically active and culturally loaded units. A simple dictionary model or general corpus search cannot fully reflect all the features of such units. Working with aphorisms requires special lexicographic and corpus principles specific to them. The relevance of the article is that, although aphorisms are increasingly actively used in the system of modern education, scientific research and electronic resources, the issue of their special arrangement, description and presentation has not yet been sufficiently standardized.

The inclusion of an aphorism in a dictionary or corpus is not limited to placing a simple text fragment. A number of questions need to be addressed: when is an aphorism recognized as a separate unit; what thematic, semantic and functional features characterize it; how is the authorship and source indicated; how is the

meaning related to the context preserved; on the basis of what criteria is equivalence determined in bilingual material; what keys are used to find it in a search engine. Therefore, the study of aphorisms from a lexicographic and corpus point of view is not only a practical technical task, but also a theoretical methodological issue. The purpose of this article is to reveal the basic principles of presenting aphorisms in dictionaries and educational corpora, to propose a suitable descriptive model for them, and to highlight the importance of such resources in the educational process.

ANALYSIS OF RELEVANT LITERATURE

In the history of lexicography, a wealth of experience has been accumulated in the interpretation, regulation and systematization of various language units. However, the uniqueness of an aphorism is that it is considered not only as a word or a combination, but also as a microtext with a judgmental nature. Therefore, it is not enough to present it only with its meaning, like a simple lexeme, only with its stable form, like a phraseologism, or only as a generalized wise thought, like a proverb. When an aphorism is included

in a dictionary, it should also include the authorship, source, syntactic form, general meaning, pragmatic function, thematic area, and, if necessary, a cultural explanation. This is one of the important features that distinguishes an aphorism dictionary from a simple explanatory dictionary.

With the development of electronic corpora, a new phase of work with aphorisms has begun. The corpus presents linguistic units in a wide context, with statistical coverage and search capabilities. However, when aphorisms are included in the corpus, it becomes clear that they do not obey the simple segmentation rules that most texts follow. Although an aphorism often consists of a single sentence, its content can be independent, intertextual and mobile. Sometimes it is extracted from a larger text, and sometimes it is created independently. Therefore, a broader model is needed to represent an aphorism in a corpus than simple sentence identification. This should indicate the source of the unit, a separate semantic sign, thematic tags, authorship status and its connection with the context.

For educational resources, aphorisms have a special significance. The fact that they convey a deep thought in a short form makes them a convenient material in the learning process. With the help of aphorisms, a student can observe the density of meaning, portable meaning, evaluative lexicon, authorial style, and cultural connotations in a short text. Therefore, it is methodologically beneficial to present aphorisms as a special unit in educational corpora and educational dictionaries, find them through search, sort them by topic, and present them with translation options.

METHODOLOGY

This article uses a descriptive-model analysis that combines lexicographic and corpus approaches. First, the minimum and extended parameters necessary for describing aphorisms in dictionaries and corpora were identified. The minimum parameters included the text of the unit, author, source, main meaning, and thematic group. The extended parameters included pragmatic function, cultural interpretation, translation option, keywords, contextual appearance, and search tags. Then, based on these parameters, the components of a convenient electronic description model for aphorisms were developed. Also, the

requirements for placing an aphorism in an educational corpus, such as preserving the context, linking parallel options, simplifying the search, and expanding the interpretation space for the reader, were analyzed.

Another pillar of the methodology was the criterion of functional usefulness. Any dictionary or corpus model is evaluated not only by its scientific accuracy, but also by how much it serves the user. Therefore, the proposed model took into account the needs of various users, such as linguists, translators, teachers and students. While semantic and structural description is important for linguists, parallel variants and cultural explanations are of primary importance for translators, thematic grouping and didactic convenience for teachers, and simplicity of search and concise explanations for students. The principles of placing aphorisms in the resource were determined precisely based on these multi-user needs.

RESULTS

The analysis showed that the most important principle for the dictionary of aphorisms is the independent identification of the unit. That is, each aphorism included in the dictionary should be sorted based on specific criteria. In this case, a simple wise saying, proverb, catchphrase, or random sentence taken out of context may be incorrectly identified as an aphorism. Therefore, when compiling a dictionary, criteria are needed that answer the following questions: is the unit semantically complete; does it contain a generalized sentence; does it have the potential for reuse; does it have traces of authorship or source; does it have a stylistically effective form. Only material sorted on the basis of these criteria forms the basis of high-quality aphorisms.

The second important principle of lexicographic description is multi-layering. It is often not enough to give only one explanation to an aphorism. It requires at least three types of comments: the first comment is a short comment that directly reveals the content; the second comment is a pragmatic or functional description, that is, a comment that shows the purpose for which the aphorism is used; the third comment is, if necessary, cultural or historical information. These three layers turn the aphorism into a living unit for the user. Otherwise, it will remain just a fragment of text. Thematic indicators are also of great importance in the

dictionary of aphorisms. Indexing by topics such as “science”, “time”, “morality”, “labor”, “word”, “homeland”, “will”, “person” allows the user to quickly find the necessary unit.

When it comes to the corpus, the main issue is the balance between context and independence. Some aphorisms are created independently and are easy to include as separate units. However, others may be separated from a larger text. In such cases, it is not enough to store the aphorism as a single line, since some of its layers of meaning are related to the context. The results of the analysis show that the most correct solution is a two-layer presentation: on one side, the independent text of the aphorism is given, and on the other, a reference is made to its original contextual appearance. This method allows the user to see both the compact unit and its additional source of meaning at the same time. This approach is especially necessary for aphorisms with strong figurative meaning and cultural allusions.

The results also showed that a special tagging system is needed to identify aphorisms in the corpus. Simple morphological or syntactic tagging does not sufficiently reveal the essence of the aphorism. Therefore, the following special metadata are useful: genre tag, author tag, thematic tag, pragmatic task tag, translation availability, degree of context dependence, and field of application. For example, if an aphorism is marked as “educational,” “critical,” “motivational,” or “ironic,” the search engine allows the user to perform targeted sorting. In this way, the corpus becomes not just a text repository, but an analytical and didactic tool.

Creating a parallel corpus for aphorisms is of particular scientific and practical importance. Aphorisms in Uzbek and English may not directly correspond to each other, but it is useful to link their semantic fields and functional value. Such a parallel system shows alternative options for translators, and for students it forms cross-cultural comparative thinking. It is advisable to include the following for each aphorism in the parallel corpus: the original form, translation option, functional commentary, alternative translations, explanatory keywords and, if necessary, an example of use. As a result, the user will understand not only the “translation”, but also “why the translation was chosen in this way”.

Analysis of educational corpora shows that aphorisms can be an effective material for increasing the student's speech and thinking activity. First, they develop reading literacy, because they require finding and interpreting a large meaning in a small volume. Second, they strengthen translation skills, because in a short text it is necessary to take into account the content, style and cultural background together. Third, aphorisms encourage the student to draw independent conclusions, which is useful for critical thinking. Fourth, they teach the use of clarity of expression, conciseness and evaluative style in written and oral speech. Therefore, the inclusion of aphorism resources in the educational corpus is very promising from a linguodidactic point of view.

The issue of integration between the corpus and the dictionary also stood out as one of the important results. If it is possible to move from an aphorism dictionary article directly to the context in the corpus, and from an aphorism in the corpus to an explanatory dictionary page, the scientific and practical value of the resource will increase significantly. Such a connection allows the user to view a unit from several perspectives: on the one hand, a general explanation and classification, on the other, real speech usage, and on the third, a translation or parallel version. The integrated model works especially effectively on electronic platforms and turns the aphorism database from a static collection of data into an interactive source of knowledge.

As a result of the analysis, the following practical model was proposed for placing aphorisms in a resource: unit title; author/source; text itself; short semantic annotation; pragmatic task; thematic area; cultural or historical commentary, if necessary; parallel translation; reference to context; search tags. This model can be used in both minimal and expanded forms. The minimal model is convenient for educational platforms, and the expanded model is convenient for scientific corpora and specialized dictionaries. Importantly, both models simultaneously reflect the semantic, pragmatic, and resource nature of the aphorism.

From the point of view of lexicographic microstructure, an aphorism article differs from an ordinary word article. While in a word article, form, pronunciation, grammatical description and meaning are usually

sufficient, in an aphorism article the rhetorical function also comes to the fore. For example, one aphorism can be used as an “advice”, another as an “evaluative irony”, and still another as a “motivational formula” or “historical-political judgment”. Therefore, indicating the pragmatic status in an aphorism article is especially important for the user. Without such information, the user may not fully understand when and how the unit is used. Therefore, an aphorism dictionary should be a resource that illuminates both meaning and usage.

Thematic grouping of aphorisms is not a simple classification tool, but a mechanism for semantic search management. A reader or researcher is often looking for thoughts on a specific topic, not a specific text. For example, sorting by fields such as “science”, “conscience”, “labor”, “state”, “word”, “time” significantly facilitates scientific and didactic work. In addition, thematic grouping helps to see the internal semantic networks between aphorisms. This model makes it easier to compare aphorisms of different authors on the same topic, to determine the difference between a general concept and individual interpretations, and to track changes over time.

The issue of preserving context is of particular importance. Some aphorisms are completely understandable even when taken separately, while others are strongly connected with the situation in the original text. If such a unit is presented in the corpus without context, even if the user understands its direct meaning, it may lose subtle semantic or pragmatic layers. Therefore, it is useful to present the “contextual view” and the “independent view” side by side in the aphorism database. This method is especially necessary for translators and text analysts, since they need to know in what speech environment the expression appeared.

Search capabilities in electronic resources dramatically increase the efficiency of working with aphorisms. The usual alphabetical order is not enough for today's user needs. The search system can work by author, by theme, by keyword, by pragmatic task, by language pair, and even by figurative component. Such a multi-parameter search turns an aphorism not just an object of reading, but a resource for analysis and creative application. In particular, the parallel search function helps to find similar or similar units from Uzbek and English materials at the same time. This turns the

corpus into a practical laboratory for translation studies and comparative linguistics.

In educational platforms, the aphorism module can also be enriched with interactive tasks. For example, the user is given the task of determining the theme of the aphorism, determining its pragmatic function, writing a short explanation, comparing translation options or applying it in context. Such exercises develop the ability to work in depth on a short text. In the process of interpreting an aphorism, the student analyzes the connection between the direct meaning of the word and its figurative meaning, the semantics of the evaluation, and the author's position. Thus, the aphorism resource becomes not only a storage and search tool, but also an active learning platform.

Another important aspect is the updating of the aphorism database. Since language and communication are constantly changing, the aphorism database should not remain static. The inclusion of new aphoristic units emerging in modern literature, journalism, and mass communication based on criteria keeps the resource alive and relevant. This principle ensures the long-term usefulness of the electronic corpus and dictionary. Such dynamic updating should be accompanied by expert control, otherwise random quotes will be included as aphorisms, and the scientific accuracy of the database will decrease. Therefore, when creating a resource, the selection criteria, editorial policy, and mechanisms for reviewing user opinions should work together; only then will the aphorism database combine scientific reliability with practical convenience. This approach reliably ensures that the resource is stable, useful, and methodologically sound.

CONCLUSIONS

In conclusion, it can be said that aphorisms are multi-layered microtexts that require a special approach in dictionary and corpus resources. A simple explanatory model is not enough to effectively describe them; authorship, thematic group, pragmatic function, cultural background, translation, and context should also be taken into account. When the dictionary and corpus of aphorisms work as a complementary system, a more user-friendly and scientifically useful resource emerges.

The following practical suggestions can be put forward:

first, to create a separate electronic dictionary module for aphorisms; second, to mark aphorisms in educational corpora with a special tagging system; third, to form a parallel Uzbek-English aphorism database; fourth, to introduce translation, interpretation, and critical analysis exercises based on aphorisms on educational platforms; fifth, to integrate aphorism resources with search, annotation, and contextual links. In the future, such systems will further strengthen the connection between linguistics, translation studies, and educational methodology.

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