



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

VOCABULARY NEEDS IN PRIMARY GRADE MOTHER TONGUE CLASSES

Submission Date: March 20, 2024, **Accepted Date:** March 25, 2024,

Published Date: March 30, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue03-19>

Kojalepesova Periyzat Azatovna
NDPI assistant teacher, Uzbekistan

ABSTRACT

Since the emergence of educational lexicography, lexicographers have been interested in its distinguishing feature as a separate lexicographic genre, its classification features. This question was first addressed by S.G. Barkhudarov and L.A. Novikov in 1971, "What should be the educational vocabulary?"

KEYWORDS

Vocabulary, Mother Tongue, Educational Lexicography.

INTRODUCTION

Since the emergence of educational lexicography, lexicographers have been interested in its distinguishing feature as a separate lexicographic genre, its classification features. This question was first addressed by S.G. Barkhudarov and L.A. Novikov in 1971, "What should be the educational vocabulary?" is answered in the article called . Later, in 1974, L.A. Novikov published in the first issue of the journal "Russky yazyk v natsionalnoy shkole" in his article entitled "Teaching vocabulary, its specification and types", the problems of distinguishing the specification of the teaching vocabulary and its main type are highlighted.

Also, this problem finds a detailed solution in the works of the theorists of world educational lexicography J. Dubois, G. Matore, Y. Malkil, P. N. Denisov, V. V. Morkovkin, V. G. Gak, M. A. Skopina and others. Most theorists contrast the teaching vocabulary with the large, academic vocabulary. However, as S.G. Barkhudarov said, these two types of vocabulary cannot be sharply distinguished from each other. They demand each other. For example, an academic annotated dictionary is an educational annotated dictionary, an ideographic dictionary is a thematic educational dictionary, and a large synonym dictionary is a synonym educational dictionary. In the history of

lexicography, it is observed that many educational dictionaries were created on the basis of a large dictionary of the same name .

The description of the learning vocabulary is based on its unique characteristic. First, he sets before himself a large - educational task (learning a language, level of education, categories of students according to the level of knowledge, level of language knowledge, etc.) in a limited amount. According to O.S. Akhmanova, such "limited volume" and "big purpose" in lexicography, i.e., "perfection" and "educational orientation" requirements are incompatible theoretically and practically. An important indicator of the educational vocabulary is measured by the purposeful selection of the vocabulary and its methodologically based quantitative limitation.

Even when the theory of educational lexicography was not fully formed, there was a small dictionary, its size attracted the attention of specialists. In particular, Ye. D. Polivanov, as mentioned above, referring to the conciseness of his dictionary, said in the preface to the dictionary that "due to its size, it cannot be called a spravochnik dictionary, it should be included in the category of educational dictionary", L.V. Shcherba said that "all compact dictionaries are ultimately useful for serious people. It can be frustrating because sometimes you just can't find the right word. And a large dictionary creates inconvenience for a beginner (language learner, a student at the lower level of education - B.B.), because it takes a long time to search for the necessary word in a large dictionary. It is here that the necessity of the educational dictionary is felt," he says.

L.A. Novikov characterizes this field of lexicography as "...lexicography aimed at small and large educational goals".

Later, in the process of forming the theoretical basis of educational vocabulary, the issue of volume is seriously put on the agenda. In the article of S.G. Barkhudarov and L.A. Novikov entitled "Vocabulary selection and size of educational dictionaries", it is said that depending on the type of dictionary, the educational dictionary can cover from 3,000 to 50,000 words. In the article, R.M. Bakaya says that the amount of vocabulary in this type of dictionary is 2800, A.F. Kolesnikova is around 3000, D.E. Rosenthal is 9000-12000 words, V.G. Gak is 8000-10000 words, B.A. Lapidus is 10000-11000 words, S. .G. Barkhudarov and L.A. Novikov educational explanatory dictionary, B.A. Lapidus' basic bilingual educational dictionary of receptive type should contain up to 25,000 words, P.N. Denisov notes that the optimal amount of educational explanatory dictionary can be up to 50,000.

Although the first linguistic sources appeared in the form of dictionaries in Uzbek linguistics, as observed in linguistics, the formation of theoretical lexicography does not have a long history.

So, to what period does Turkish lexicography, in particular, Uzbek lexicology, go back? Is it possible to interpret the first Turkish dictionaries from the point of view of educational vocabulary, as in Europe?

It is known that lexicographic studies in Uzbekistan began in the 60s of the 20th century. Sh. Fayzullayeva, N. Rasulov, K. Mukhiddinov, E. Umarov, Kh. Fattohov, T. Kadirov, M. Ziyayeva, G. Abdurahmonov, S. Mutallibov, A. Hojiyev, Sh. T. Rakhmatullayev, N.

Mamatov. , A. Hojiyev, T. Alikulov, A. Madvaliyev, and others were of great service.

If the country develops, the language also develops, the power of the country allows its official language, the status of its mother tongue, to increase its position. As seen in the previous chapters of the work, by the middle of the 20th century, in many developed countries of the world, in particular, in countries such as the USA, Great Britain, Russia, Germany, France, the attention to the development of the state language, the study of the national language and foreign language increased. The government recognized the dictionary as the most necessary tool for achieving this goal and set an important socio-political order for the linguistics of the time - to create school dictionaries that serve to increase the efficiency of language use and rapid teaching of a foreign language. Advanced linguists, lexicographers, pedagogues and psychologists of the time conducted serious scientific research in this regard. In many countries, a new branch of educational lexicography has emerged from general lexicography, and this branch has become the most active, "hot" field of lexicography and lexicography.

By the end of the 20th century, Uzbek lexicography was enriched with new types: encyclopedic, spelling, orthoepic, morpheme, frequency, inverse, phraseological, dialectal, etymological dictionaries were created. Along with certain success achieved in the field of practical lexicography in linguistics, studies devoted to theoretical problems of educational lexicography also began to appear. It should also be mentioned that the initial research in this direction during the Soviet period was conducted on the Russian language teaching tools created on the basis of the order of the ruling ideology. In particular, in the works

of M.Kh.Tokhtakhojayeva, M.S.Soliyev, L.M.Odinayeva, S.F.Akobirov, K.A.Sharofiddinova, the bilingual Russian-Uzbek educational dictionary created for effective teaching of the Russian language in the national school during the former Soviet period serves as the main research object. In particular, in the works of M.Kh. Tokhtakhojayeva, who is considered the main author of the "Russian Language" textbooks created for the primary class of high school, the existing bilingual Russian-Uzbek school dictionaries in Uzbek are analyzed, the principles of their compilation and practical recommendations for their improvement are developed.

A tradition of researching multi-functional classic dictionaries, recognized as a unique treasure of world lexicography, under the lens of an educational dictionary has emerged. The important social, political, cultural and educational service of the first dictionary-grammar, which served as a teaching manual for the elementary school, was studied in its time for the development of the society and the country, and great attention was paid to the creation of a new type of school dictionary that can fulfill this task. In this way, the ancient function of the dictionary was "resurrected", the dictionary was included among the necessary tools of education, the science of linguistics was returned to its original function, that is, the function of serving to develop the skills of practical use of the language; it has been scientifically proven that all general vocabulary actually originates from the educational vocabulary.

As in many national linguistics under the jurisdiction of the former Soviet state, from the beginning of the 20th century, the first vocabulary guide in the form of an educational dictionary began to appear in the Uzbek language. In particular, bilingual Russian-Uzbek,

Uzbek-Russian translation dictionaries in order to increase the effectiveness of Russian language teaching in national schools in the "for schoolchildren" and "for secondary schools" series, to ensure mass literacy, as well as rapid teaching of the standard of the literary language in connection with the transition to the Cyrillic alphabet. Spelling dictionaries were published out of necessity.

By the end of the 20th century, Uzbek lexicography was enriched with new types: encyclopedic, spelling, orthoepic, morpheme, frequency, inverse, phraseological, dialectal, etymological dictionaries were created. Along with certain success achieved in the field of practical lexicography in linguistics, studies devoted to theoretical problems of educational lexicography also began to appear. It should also be mentioned that the initial research in this direction during the Soviet period was conducted on the Russian language teaching tools created on the basis of the order of the ruling ideology. In particular, in the works of M.Kh.Tokhtakhojayeva, M.S.Soliyev, L.M.Odinayeva, S.F.Akobirov, K.A.Sharofiddinova, the bilingual Russian-Uzbek educational dictionary created for effective teaching of the Russian language in the national school during the former Soviet period serves as the main research object. In particular, in the works of M.Kh. Tokhtakhojayeva, who is considered the main author of the "Russian Language" textbooks created for the primary class of high school, the existing bilingual Russian-Uzbek school dictionaries in Uzbek are analyzed, the principles of their compilation and practical recommendations for their improvement are developed.

The advanced lexicographic traditions of the world, in addition, the complex nature of these lexicographic sources, their versatility (they differ from the modern

dictionary by having both explanatory and translational, encyclopedic and grammatical character), the fact that, along with the study of the lexical layer of the language, it also includes information on its grammatical structure, the user's accuracy, mainly because it was created by a special order of the government, and other reasons require the study of the rare examples of Uzbek lexicography created between the X-XVII centuries from the point of view of the educational dictionary.

As a result of the granting of the status of the state language to the Uzbek language and the achievement of national independence, the attention to the official language of the state - the Uzbek language - has increased. The main task of mother tongue education was defined as cultivating a creative thinker. Working with native language textbooks created on a cognitive basis has increased the demand for the expansion of textbook aids, the creation of a dictionary and various information banks. In our linguistics, the terms "educational vocabulary" and "educational vocabulary" appeared. In particular, while summarizing the achievements of Uzbek lexicography in the book "History of Uzbek Linguistics" published in 2002 by Professor A.Nurmonov, it was noted that a new branch of Uzbek lexicography was founded - educational lexicography. In the comment written by A. Madvaliyev on the term "Lexicography" in the online encyclopedia posted on the social network qomus.info, "educational lexicography (dictionary specialized for language learning)" was cited as a type of lexicography.

Although not specifically researched, some articles by well-known scientists devoted to the problems of this field began to be published. For example, in the articles of H. Ne'matov, R. Saifullayeva, B. Mengliyev, B.

Yoldoshev, N. Ulukov, etc., issues of the role of the vocabulary in improving the effectiveness of mother tongue teaching in modern education were highlighted. In the studies conducted by S. Normamatov, S. G'furova and others in the field of lexicography, educational dictionaries created in the Uzbek language were also analyzed.

In the book "Lexicology of the Uzbek language" published in 1981, the authors describe the history of Uzbek lexicography and the types of dictionaries created in different periods, dividing them into four periods.

REFERENCES

1. Mirziyoyev Sh.M. Together we will build a free and prosperous democratic country of Uzbekistan. - Tashkent: Uzbekistan, 2016. - 56 p.
2. Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. - Tashkent: Uzbekistan, 2017. - 484 p.
3. Decision of the President of the Republic of Uzbekistan dated October 4, 2019 No. PQ-4479 "On wide celebration of the thirtieth anniversary of the adoption of the Law of the Republic of Uzbekistan "On the State Language" // "Marifat" newspaper. - Tashkent, October 5, 2019. – No. 77.
4. Decree of the President of the Republic of Uzbekistan dated October 21, 2019 No. PF-5850 "On measures to radically increase the prestige and status of the Uzbek language as a state language" // www.lex.uz
5. Barkhudarov S.G., Novikov L.A. Kakim doljen byt uchebnyy slovar? "Russian language za rubejom". 1971, No. 3;
6. Novikov L.A. Uchebnye slovari, ix spetsifika i tipy. "Russian language in national school", 1974, No. 1.
7. Barkhudarov S.G., Novikov L.A. Aktualnye problemy i zadachi uchebnoy leksikografii//Russkiy yazyk za rubejom.- 1975.- No. 6.- S. 54-58.