



LINGUISTIC ASPECT OF EDUCATIONAL PHRASEOGRAPHY

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Abstract

This article discusses the national phraseological image of the world in phraseological dictionaries, the issues of creating educational-didactic, communicative and anthropocentric modern educational phraseological dictionaries for schoolchildren, as well as the concept of developing educational phraseography.

Keywords: educational phraseography, educational-didactic, communicative, anthropocentric, linguo-cultural, cognitive, lexicography.

In modern world linguistics, attention has been paid to the study of the anthropocentric interpretation of language, the relationship between language and culture, and the issues of communicative competence. It is the issue of phraseological units and their lexicographical interpretation that serve to express the thinking of the society and the cultural development, history, mentality, faith, values of the nation and their lexicographic interpretation.

Phraseological units are linguistic phenomena that show the spiritual values, national thinking, way of life and customs of one or another nation. Researching the specific features of the Uzbek language, its dialects, historical development, and the problems related to its perspective from the linguistic and cultural point of view is essential in determining the appropriate place of our language among world languages.

The task of developing the concept of educational phraseology based on fully satisfying the communicative needs of the modern learner and the requirements of anthropocentric lexicography, the national phraseological image of the world in phraseological dictionaries, and the task of creating educational-didactic, communicative and anthropocentric modern educational phraseological dictionaries for schoolchildren of different ages remains urgent.

As a result of the process of lexicographic research of language units, their essence is fully revealed, and their practical importance increases.

The history of the creation of educational phraseological dictionaries in linguistics, the identification of their main types, their structural device, corpus, criteria for choosing phrases, the development of criteria for the reflection of the national phraseological image of the world in educational phraseological dictionaries, phraseological meaning, phraseological polysemy and its contextual semantics,





phraseological paradigmatic, phraseological variability, etc. issues of modern lexicographical interpretation of events become relevant.

It is also important to determine the modern phrase graphic concepts, the advanced traditions of anthropocentric lexicography, and the factors determining the perspectives of Uzbek anthropocentric phraseography.

In order to fulfill these tasks, it is necessary to analyze and describe the lexicographic features of Uzbek educational dictionaries on the basis of phraseological language materials. Despite the fact that a number of scientific studies and practical works have appeared in Uzbek linguistics, it is necessary to clarify controversial points.

In world linguistics, it is recognized that phraseologisms have been effectively studied from the lexical-grammatical, functional-semantic point of view, and now they are being interpreted linguo-culturally and cognitively. At the same time, there are different approaches and analyzes of the phraseological object, the phraseological level, the term "phraseologism" and its related phenomena, as well as the structure and variants of phraseologisms, the analysis of polysemy, homonymy and synonymy in them. Also, there is no unanimity regarding the definition of the meaning, form, component composition of phraseologism, the features of phraseological units that are different from language units such as compound word, analytical combination.

In our opinion, it is important to distinguish phraseologisms from figurative expression (paraphrase), proverbs and sayings, aphorisms, as well as related phenomena compound words, "winged words" (krylatye slova), epic patterns (cliché), as well as the term phraseologism as a phraseological unit, stable combination, stable combination, idiom, phrase, etc., phraseologisms as a paremiological unit in textbooks and manuals, use of the term phrase in school textbooks and manuals is observed.

Phraseologisms are considered to be lexical units that have a specific lexical content and grammatical structure in a specific language, and at the same time the content has become unchanged, usually used in a figurative sense, units that have basic features such as readiness, stability, ownership of meaning, integrity, imagery. We think that phraseology is a separate field of linguistics and the issue of distinguishing it from related phenomena is the basis for clarifying the development of educational phraseological vocabulary and their typology.

Also, we would like to emphasize the need to develop the concept of educational phraseology based on fully satisfying the requirements of educational phraseological dictionaries, the history of their creation and stages of development, the communicative needs of the modern learner in Uzbek linguistics, and the requirements of anthropocentric lexicography.





Uzbek educational phraseology a) the period from the earliest times to the 15th century; b) the period from the end of the 19th century to the middle of the 20th century; c) It can be divided into three periods, such as the period from the 60s of the 20th century to the present day. It should be noted that the examples of Uzbek educational phraseology belonging to these periods are mainly bilingual, and that they were created on the basis of the Russian language and did not fully correspond to the curriculum and textbooks, such as modern educational dictionaries, and served for purely practical purposes.

Educational phraseological dictionaries 1) according to which stage of continuous education they are intended for: educational dictionaries designed for preschool children, designed for high school students, designed for students of higher education institutions 2) according to language: monolingual and multilingual 3) vocabulary material - the way of presenting the vocabulary according to: alphabetical order, thematic order; 4) by purpose: simple descriptive, ideographic (cellular) dictionaries; 5) According to the paradigmatic relation of FBs: similar in form, similar in meaning, opposite in meaning, pronunciation units 6) according to the criterion of vocabulary selection: general, special (dictionary of verb phrases, dictionary of phraseological euphemisms, dictionary of social phraseology, dictionary of political phraseology, dictionary of phraseology specific to colloquial speech, dictionary of religious (Islamic) phraseology, dictionary of dialectal phraseology, etc.); 7) according to specific descriptive characteristics: simple explanatory; 2) etymological; 3) cultural (cultural); 4) specific to national values (axiological); 5) educational dictionaries of occasional phraseology; 6) a dictionary of phraseology found in examples of folk art; 7) author's educational dictionaries; 8) according to the form: it is possible to classify according to printed and electronic educational phraseological dictionaries.

The structural device of the educational phraseological dictionary and the structure of dictionary articles, the main material part of the dictionary - the corpus, are also important. Acknowledging the existence of multilingual and monolingual versions of the educational phraseological dictionary, the most common of the monolingual educational phraseological dictionaries is the dictionary, which is annotated type dictionaries, arranged in alphabetical order, aimed at developing communicative competence and increasing language richness.

If we pay attention to the criteria for creating an educational phraseological dictionary in Uzbek, it should rely on phraseological minimums related to the choice of phrases, satisfy the educational and methodological purpose of the dictionary, have textbooks and manuals for the user-learning part of continuous education, as well as artistic works recommended for independent study in literature classes.





Must when choosing words for educational phraseological dictionaries: 1) scientific validity; 2) normativity (compliance with phraseological minimum requirements); 3) volume limitation; 4) relevance to the educational complex (compatibility with DTS, textbooks and manuals); 5) it should be based on such criteria as compatibility with the structural-semantic and methodological features of the phrase.

Phraseological units not only convey information, but also express the subjective attitude of a person to reality, objects and concepts in real life, feelings. Phraseme as a language unit has a wider opportunity than other language units to reflect the national linguistic landscape of the world. In this sense, research and description of the problems of phraseographic description of the world and lexicographic description of phraseology in the educational dictionary is relevant.

Phraseological description of the world etymological explanation plays an important role both linguistically, psychologically, and for pedagogical purposes. In fact, the history of the phraseological combination and the details of the phraseologisation processes are the second component of the dictionary article after the phraseological meaning.

The etymological explanation of phraseologisms in the Uzbek speech is from Daqqiyunus (Daqyunus, Daqyonus), which means "very old, ancient", and the phrases that saw Daqqiyunus are explained in the educational dictionary on the basis of the lines of similarity of the phrase, i.e. phraseological paradigmatics, units in associative relation - portable meanings, synonyms, antonyms. their meanings become clear.

When determining the order of meanings of a polysemantic phrase recorded in the dictionary, not only the frequency of its use in speech or the level of connotative expression, but also the period of its appearance, semantic development, and the sequence of development are taken into account. This requires serious etymological analysis. For example, in the Uzbek language, the lexeme "iron" has "hard", "strong" expressions: such as iron discipline, iron will. The origin of these connotative meanings is based on the meaning of "hard heavy metal" related to the term "iron".

Factors affecting the level of educational phraseological dictionaries - vocabulary formation and selection of illustrative material in annotations, reduction of large dictionaries of this category, gradual increase in complexity of the vocabulary corpus in accordance with the age of the user, adherence to the principle of hierarchy, and in the process of creating a dictionary, not only external decorations, dictionary design, but also it is necessary to strictly adhere to the principle of scientificity in the choice of vocabulary and lexicographic interpretation.

Anthropocentric phraseography develops principles such as 1) the principle of hierarchy - 2) the principle of scientificity 3) the principle of methodical orientation





4) the principle of taking into account the individual capabilities of the user, is of scientific and practical importance.

For modern phraseological dictionaries, educational phraseological dictionaries, it is important to form the vocabulary, interpret the phraseological meaning, define the macro and microstructure of the vocabulary.

Phraseological dictionaries are characterized by the fact that they represent the national phraseological image of the world, phraseologisms have an important priority over other units in reflecting the national picture of the world.

Modern phraseographic concepts dictate that the requirements of anthropocentric lexicography - the construction and composition of the dictionary should be as simple and concise as possible, the educational dictionary should take into account the needs of the user (student), and the illustrative material should be understandable, necessary and didactic for the user.

Based on the linguistic research of Uzbek educational phraseography, the stages of its historical development, the main criteria for its typology, the structural device of the educational phraseological dictionary, the definition of its types according to the dictionary corpus and the way of presenting the vocabulary, the development of criteria for the selection of phrases and their lexicographic interpretation, the national phraseological image of the world and it is desirable that the problems of its reflection in educational dictionaries, the vocabulary should be in accordance with the communicative needs and state educational standards.

It is necessary to take into account the individual capabilities of the reader-user, to create printed and electronic phraseological dictionaries, phraseological minimums based on modern methods of teaching vocabulary micro-construction, as well as innovative concepts of anthropocentric phraseography.

In our opinion, the stated conclusions provide scientific-theoretical information for elucidating the linguistic aspect of creating educational phraseological dictionaries for learners of different ages, national phraseological image of the world and its reflection in educational dictionaries.

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