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THE USE OF UZBEK-RUSSIAN DICTIONARIES IN UNIVERSITY PRACTICE: LINGUODIDACTIC ASPECT

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Abstract: The article examines the role and potential of Uzbek-Russian dictionaries in the modern educational process at universities in Uzbekistan. In the context of expanding academic and professional interaction with the Russian-speaking world, the development of students' lexicographic competence becomes an important methodological task. The author classifies existing types of dictionaries (general, specialized, pedagogical, electronic), analyzes their didactic capabilities and limitations from the perspective of student needs. Special attention is paid to the criteria for selecting a dictionary for various educational tasks: from mastering general cultural vocabulary to working with special terminological systems. Based on the analysis, practical recommendations are proposed for integrating dictionary work into the educational process to develop students' autonomous learning skills and improve the efficiency of language material acquisition. The conclusion is drawn about the necessity of developing new-generation specialized pedagogical dictionaries that meet the demands of the digital educational environment.

Keywords: Uzbek-Russian lexicography, pedagogical dictionary, lexicographic competence, methodology of teaching the Russian language, bilingual education, specialized vocabulary, electronic educational resources, university education.

Introduction

The relevance of the research is determined by significant sociolinguistic changes in Uzbekistan, where the Russian language retains its status as an important language of international and professional communication, science, and culture. In higher education, it serves as a necessary tool for accessing up-to-date scientific information, working with technical and specialized literature, and establishing academic contacts [1, p. 45]. In this context, the dictionary ceases to be an auxiliary reference tool and becomes a key resource for students' independent cognitive activity.

However, a clear dissonance is observed between the needs of the modern educational process and actual lexicographic practice. Students often use either outdated printed editions that do not reflect contemporary vocabulary or random online resources with unverified content, which negatively affects the quality of developing language skills [2, p. 18]. The problem of conscious dictionary type selection depending on a specific learning task remains insufficiently studied.

The purpose of this article is to analyze the existing lexicographic apparatus (Uzbek-Russian dictionaries) from the perspective of its effectiveness for university education and to develop methodological guidelines for its optimal use

To achieve the goal, the following objectives have been set:

1. To classify the main types of Uzbek-Russian dictionaries.
2. To identify and characterize the linguodidactic needs of university students.
3. To analyze the strengths and weaknesses of different dictionary types using specific examples.
4. To formulate practical recommendations for developing students' lexicographic competence.

Main part

1. Classification and Linguodidactic Potential of Uzbek-Russian Dictionaries

Concerning the university audience, Uzbek-Russian dictionaries can be divided into several types, each addressing specific tasks:

1. 1. General Translation Dictionaries (e.g., "Uzbek-Russian Dictionary" edited by S.F. Azamatov). These are fundamental resources used for translating high-frequency general cultural vocabulary. Their main didactic drawback for universities is the lack of detailed stylistic and grammatical notes and insufficient contextual usage examples. The student receives a translation but does not always understand how to use the word correctly in speech. Example: A student looks up the word "tadbir". In a general dictionary, they will find the translations "мероприятие, мера" (event, measure). However, to write a formal text (a report), they need to know that in Russian, the stable collocation is "принять меры" (to take measures), not "принять мероприятия". Without contextual examples, this is difficult to grasp.

1. 2. Specialized (Subject-Specific) Dictionaries (e.g., technical, medical, economic). Their value for students of non-philological majors is hard to overestimate. They ensure translation accuracy of terms, which is critical for understanding specialized literature. The problem lies in their accessibility and relevance: many such dictionaries were published decades ago and do not include the latest terminology (e.g., in IT) [3, p. 112].

1. 3. Pedagogical (Learner's) Dictionaries. This is the least developed segment in Uzbek-Russian lexicography. An ideal pedagogical dictionary should be thematic, containing not only a translation but also a definition (explanation in simple language), phonetic transcription, collocation models, example sentences, and exercises for vocabulary activation. Such comprehensive publications are currently rare.

1. 4. Electronic and Online Dictionaries (websites, mobile applications). Their key advantages are speed, accessibility, and the possibility of multimedia support (audio pronunciation). However, they often suffer from inaccuracies, are mere digitizations of old editions, or are based on user-generated content. The instructor's task is to teach students to critically evaluate such sources and recommend verified resources (e.g., vloslovar.uz or relevant sections on lingvolive.com).

2. Developing Students' Lexicographic Competence: Methodological Aspect

Lexicographic competence is a learner's ability to effectively select and use dictionaries to solve communicative and cognitive tasks. Its formation should be gradual.

Stage 1 (Introductory): Familiarization with the structure of a dictionary entry. The student learns to find not only the translation but also grammatical information (gender, declension/conjugation type), stylistic labels (книжн., разг., спец. — formal, colloquial, special).

Sample task: "Using a printed dictionary, find the translations of the words 'qalin' and 'zich'. Determine what part of speech they belong to in the Russian translation. Do they have stylistic labels?"

Stage 2 (Intermediate): Working with context and choosing the correct equivalent. At this stage, students work with sentences or short texts, learning to select the accurate translation from several options offered by the dictionary, depending on the context.

Sample task: "In an economics text, you encounter the sentence: 'Ishsizlik darajasini pasaytirish uchun yangi tadbirlar ishlab chiqildi.' (New measures were developed to reduce the unemployment rate.) Check all possible translations of the word 'tadbir' in the dictionary. Which option is most accurate in this context? Justify your choice."

Stage 3 (Professionally-Oriented): Synthesizing information from different sources. The student compares data from general and specialized dictionaries, verifies the found term in parallel texts (in Russian) or in authoritative online databases (e.g., academic.ru).

Sample task: "Prepare a glossary of 10 key terms in your field of study. For each term in Uzbek, find the Russian equivalent using a specialized dictionary, and then check its usage in scientific abstracts on Russian-language university websites."

Conclusion

The conducted analysis allows us to assert that the effective use of Uzbek-Russian dictionaries in universities is not a spontaneous process. It requires purposeful methodological work to develop students' lexicographic competence.

The main conclusions of the study are as follows:

1. The existing array of Uzbek-Russian dictionaries is heterogeneous, and each type possesses specific didactic potential that must be recognized by both the instructor and the student.
2. The most acute need is for modern specialized (subject-specific) and comprehensive pedagogical dictionaries adapted to the cognitive needs of the student audience.
3. A key task in the context of digitalization is teaching the critical evaluation of online lexicographic resources.
4. Integrating systematic work with different types of dictionaries into academic courses (both Russian language and major-specific subjects) promotes the development of student autonomy, improves speech accuracy, and enhances the quality of work with professional texts.

A promising direction for further research is the development and testing of a model for a new-generation Uzbek-Russian pedagogical dictionary — interactive, thematically oriented, and integrated into the university's digital learning environment.

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