

**Theoretical foundations of the creation of terminological dictionaries in language teaching. Research on the use of educational dictionaries in the educational process at the university.**

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**Abstract:** *This monograph reveals theoretical and practical issues of using various types of educational dictionaries in the educational process at the university in order to develop the speech-thinking activity of students, in particular with dictionaries of various types, as well as increasing positive motivation to learn Russian as a foreign language, as well as methodological foundations of using speech models in the educational process in order to develop communicative-speech skills and abilities of students, presentation of speech acts in order to improve the communicative abilities of students.*

**Key words:** *communication, speech, model, ability, development, skill.*

Today, the global economic and educational space has caused an increase in the number of students studying in various specialties, including agrarian, agricultural, economic, engineering, construction and other popular specialties. Since the education of these students takes place in a non-native language, the role of the Russian language teacher increases, helping university students to master the language of their specialty.

Interest in different areas of knowledge in the context of technological, economic and social changes that are taking place in society is quite objective. In this regard, in modern science there are studies devoted to the features of dictionaries and their use in practical activities. This problem is given special attention in the works of Averbukh K. Ya., Grinev S.V., Superanskaya L.P. and others. Dictionaries are actively published, fixing both new words and terms, and new, pre-existing meanings.

Thus, the question of the development of dictionaries is directly related to the role of the Russian language in the development of the languages of the peoples, to the place of Russian lexical borrowings in the vocabulary of the languages of the peoples" [4,154].

At the same time, the vocabulary of national languages usually forms a common lexical fund and, therefore, does not need "special processing" when borrowing from another language, including Russian. This is very important in our multinational society, when all peoples participate in the development of the economy, technology and culture.

The word "lexicography" is of Greek origin, lexikos - relating to the word, vocabulary and grapho - food. Therefore, lexicography means: "I write words" or "I write dictionaries".

In the modern sense, lexicography is the theory and practice of compiling dictionaries, mainly language, linguistic, in contrast to non-linguistic, encyclopedic dictionaries.

Lexicography as a scientific term appeared in wide use relatively recently. For example, in the encyclopedic dictionary of Brockhaus and Efron (1896, vol. XVII) there is no entry on the word "lexicology". It should be noted that in the article "dictionary" of the same reference book there is the word "lexicography", where it is a synonym for the phrase "dictionary technique".

In the first edition of the encyclopedia (1938, vol. 36) in the article on the word "lexicography" it is given: "Lexicography (Greek), the work of compiling dictionaries." And only in the second (1953, vol. 24) and third (1973, vol. 14) editions this term is interpreted quite modernly: "Lexicography is a branch of linguistics that deals with the practice and theory of compiling dictionaries" (TSB, 3rd ed. 1973, v. 14). This is explained, firstly, by the youth of lexicography as a science, and, secondly, by the fact that even among linguists themselves there is still a dispute whether lexicography is a science, more precisely, a part of the science of language, or just a technique for compiling dictionaries, at best, the art of composing them.

Reference literature today is widely included in the life of students, because the flow of information has increased significantly, and in search of the necessary information, it is necessary to refer to special books, i.e. dictionaries.

From the above, it becomes clear the need to work with dictionaries in the process of teaching the Russian language both in schools and universities in Uzbekistan.

Vocabulary is the most informative aspect of the language, and knowledge of the Russian language is largely determined by the degree of formation of lexical knowledge and skills. According to methodologists, the use of lexical units accounts for the largest percentage of errors at all stages of learning, one of the reasons for this is the lack of development of some issues in the presentation of vocabulary.

One of the most pressing issues in the methodology of teaching the Russian language in educational institutions is the use of various types and types of dictionaries for the development of speech and thinking activity of students, improving the skills and abilities of working with educational literature, in particular, with dictionaries, as well as increasing positive motivation for their use in studying Russian language.

Methodists distinguish on the basis of lexicographic research, including frequency dictionaries, active, passive and potential vocabulary of students. The active vocabulary includes the words students need to express their thoughts, feelings, actions and states. The layer of the passive vocabulary consists of words necessary for understanding when reading and listening to non-native speech.

The term "lexicography" currently has three meanings:

1. Science, more precisely, a special area of linguistics that studies the principles of compiling dictionaries of various types;
2. The very practice of vocabulary, i.e. compilation of dictionaries;
3. The set of dictionaries of a given language.

Being a part of the science of language, lexicography is closely related to such linguistic disciplines as lexicography, semantics, stylistics, etymology, phonology, etc. With these disciplines, lexicography has a common problem. Sometimes she uses the results of their research, and often ahead of them in solving some problems.

Especially important in the work on lexical units is their interpretation, i.e. an explanation of a particular word, which consists in presenting students with information that allows them to use words in all types of activities. Interpretation - the interpretation of the word, its complete

semantization, which can be found in various types of dictionaries - "Dictionary of the Russian Language" (S.I.Ozhegov), "Brief Explanatory Dictionary of the Russian Language" (V.V. Rozanova), "Explanatory Dictionary of Foreign Words" (N.Nikovaeva) and others.

The existing types of dictionaries are varied. This diversity is explained, first of all, by the complexity and multidimensionality of the very object of the lexicographic description, i.e. language. In addition, the numerous needs of society in obtaining the most diverse information about the language also complicate and expand the repertoire of dictionaries. There is practically no way to give in one dictionary all, to one degree or another, comprehensive information about the language, which would equally satisfy the whole society as a whole and individual layers and particulars.

The division of dictionaries into types occurs, as classifiers say, for various reasons: depending on the purpose of the dictionary, its volume, the order of words in it, the object of description, etc. Many of these points are superimposed on each other, combined in a dictionary of the same type, others stand apart, serving as the basis for dictionaries of a completely different type.

We list the main types of existing dictionaries. First of all, it is probably necessary to mention translation dictionaries. A translation dictionary is a dictionary in which the meaning of the words of one language is revealed through another language or languages. There are two types of such dictionaries: bilingual and multilingual. Bilingual dictionaries are more common. are of great practical value, and multilingual ones are required in those rare cases when several multilingual equivalents must be selected for one word.

The next group of dictionaries is monolingual dictionaries. This group includes a number of linguistic dictionaries that explain and reveal the meaning of words and phenomena through one language. Typically, such dictionaries operate within a rather narrow framework of various linguistic phenomena. Here are some examples of monolingual dictionaries.

Explanatory dictionaries. This is one of the most common types of monolingual dictionaries. They provide all the information about the word, give its characteristics from all sides (spelling, orthoepic, grammatical, semantic, stylistic, etymological). Due to their versatility, these dictionaries are often the basis for creating other types of dictionaries, for example, synonymous, phraseological, etc.

Therefore, the need to develop lexicographic manuals, i.e. dictionaries for a specific contingent of students with a full description of the active Russian vocabulary in the volume of its core and periphery for any communicative act.

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