**THE SPECIFICS OF THE LEARNING MONOLINGUAL DICTIONARY BASED ON MODERN ENGLISH**

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**Abstract**

Vocabulary is known as a critical aspect of learning English, and dictionary is one of the ways of acquiring it. Dictionary has several types, and the commonly used are monolingual dictionary and bilingual dictionary. The article reveals the specifics in modern educational dictionaries, which are a lexicographic system of dictionaries of the same type, aimed at helping learners of a foreign language in the formation of skills in oral and written speech, not only when it is perceived, but also when it is generated.

**Key words:** specificity of the language, educational dictionary, monolingual dictionary, encoding, decoding.

One of the promising and relevant areas of lexicography is the creation of educational dictionaries, which is due to the practical needs of the learning process, which is aimed at the formation and improvement of students' skills in active command of a foreign language, i.e., the ability not only to understand a foreign language, but also to take full participation in professional and intercultural communication with representatives of other cultures.

"Language education as a process is based on the subject-object interactions of a student with a foreign linguistic culture (language and culture)", therefore teaching a foreign language involves not only mastering a new code and a new way of expressing thoughts, but also learning the language "as a carrier and source of national cultural information". Learners of a language as a foreign "do not master the language until they learn to produce words — within a certain vocabulary — just as they learn to use ready-made words."

The subject of our research is the study of the specifics of new generation monolingual educational dictionaries.

The term "educational monolingual dictionary" is equivalent to the terms "monolingual educational dictionary", "educational explanatory dictionary" and Monolingual Learner's Dictionary.

The purpose of the educational monolingual dictionary is to teach the user of the dictionary to use the linguistic units and their variants most suitable in certain contexts. For this reason, educational dictionaries, as a rule, contain information, without knowledge of which it is impossible to do both when reading texts in a given language, and in the process of communication.

Orientation to the needs of students determines the presence in the vocabulary, as a rule, of the normative and most common vocabulary, the absence of etymological information. Definitions in educational dictionaries are based on a pre-selected lexical minimum. Additional information about the stylistic and grammatical characteristics of words is encoded in the form of a developed system of labels, the definition of which is given in the introductory part of the dictionary. In addition, the reader of the dictionary can judge the lexical and grammatical compatibility of a word based on illustrative examples.

The compilers of the first educational monolingual dictionaries strove to create descriptions of lexical units of the language that are understandable for foreigners and maximally effective from an educational point of view, using which dictionary users could independently learn to use words as freely as possible in speech or understand them when reading texts.

Monolingual educational dictionaries for general purposes were selected as the object of the research. The person speaking the language and the person learning the language receive and produce messages. Accordingly, the processes occurring when receiving and transmitting information are called "decoding" and "encoding". The decoding process occurs when the text is perceived, and the encoding process occurs when speaking and writing. When it is impossible to understand or convey information in their native language, it becomes necessary to turn to the traditional (explanatory or encyclopedic) dictionary, but when it comes to the foreign language being studied, students are advised to turn to the monolingual educational dictionary.

Explanatory and encyclopedic dictionaries are used by native speakers to help decode a word or phrase whose meaning cannot be deduced from the context read or heard. Such dictionaries perform a reference function, in which the same lexical unit can be semantised either from the position of everyday consciousness (in explanatory dictionaries), or from the point of view of scientific knowledge (in encyclopedic dictionaries). For a native speaker, the spelling of words or their pronunciation (for example, correct stress) is the main purpose of encoding them in the dictionary. For students, this is added to the correct choice of the word that would best fit the given context, which is what educational dictionaries provide.

Learning dictionaries are intended for those learners who are learning a language as a foreign language and use them as an aid in coding sentences and texts. They help build speaking and writing skills, and their purpose is to show with examples how a famous word can be used in an appropriate context. For a foreigner, study dictionaries provide easily found information about pronunciation, word formation, about grammatical structures in which words are used in certain forms, about phrases in which they are used with other words, about social and cultural restrictions of their use.

For example, let's take the lexical unit "rich". You can call the word rich a group of people with a lot of money or property. But rich is certainly not the only word that can be applied to this group of people. You can also use words such as wealthy, well off, affluent, prosperous. These words, however, cannot be applied to all representatives of this group, since wealthy implies ownership of land and property, well off - a comfortable and easy life, affluent - the ability to buy expensive things, prosperous - business success. As you can see from the above example, each word has different connotations to their general semantic core, and the choice of an appropriate lexical unit in the dictionary depends on the situation. The study dictionary offers a number of linguistic alternatives from which you can choose what works best for a particular situation.

Thus, traditional dictionaries "decode" words or phrases to understand a situation from a read or heard context. Learning dictionaries "encode" a word or phrase and help to reproduce a thought in relation to different situations or to the same situation using different linguistic expressions. They are designed to guide the speaker / writer from thought (idea) to adequate words or phrases when reproducing those thoughts in a non-native language.

Thus, in the educational dictionaries of the new generation, unlike, for example, ordinary translations, where only a translation equivalent is given, the national and cultural specifics of the language are reflected.

So, the specificity of modern monolingual educational dictionaries, based on the material of modern English, is as follows: 1) words and phrases in dictionary entries are presented in such a way as to help adequately reproduce a thought in relation to various situations;

2) the lexical composition of the dictionary is correlated with a specific consumer - such non-linguistic factors as the stage of education, the age of students, nationality, general culture are taken into account; 3) the composition of the lexicographic information of educational dictionaries includes various elements of traditional dictionaries, and the vocabulary, sound and visual forms of the word are presented in the dictionary entry in relation to different levels of the language structure of the word; 4) dictionary entries in a new generation of educational dictionaries recreate a multi-layered canvas of the life and culture of foreign-language societies, which are fixed in the linguistic consciousness of native speakers.

Educational dictionaries perform a teaching function in which adequate semantisation of lexical units is represented not only by the lexical semantics of a word, but also by grammatical characteristics, basic paradigmatic characteristics (connection with thematically related words, synonyms, antonyms, derivational elements, etc.) and the basic rules of use of this word (that is, the syntagmatic properties of the word, the rules of its grammatical and lexical compatibility with other words, etc.)

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