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**BILINGUAL EDUCATIONAL DICTIONARIES AS AN OBJECT OF LINGUISTIC RESEARCH.**

**Nashirova Shaxnoza Buriyevna**

PhD Associate professor, Karshi state university

**Abstract:** this study is devoted to a comprehensive analysis of bilingual educational dictionaries from the point of view of modern linguistics. The work highlights the role of bilingual educational dictionaries in lexicography, their characteristics as an object of linguistic research, and their theoretical and practical significance. In the course of the research, the macro- and microstructure of bilingual educational dictionaries, the principles of selecting lexical units, problems of semantic equivalence, didactic and pragmatic functions were analyzed. Also, the expression of interlingual semantic relations through dictionary articles, the reflection of national-cultural characteristics, and their impact on the cognitive activity of the student are scientifically substantiated. The work also provides a comparative analysis of traditional and electronic bilingual educational dictionaries, and shows the impact of modern information technologies on lexicography. The results of the research are of significant scientific and practical importance in the creation and improvement of bilingual educational dictionaries, as well as in their effective use in the process of teaching foreign languages.

**Keywords:** Bilingual educational dictionary, lexicography, object of linguistic research, equivalence, semantics, linguodidactics, cognitive linguistics, pragmatics, interlingual communication, electronic dictionaries

The development of modern linguistics requires the study of language not only as a means of communication, but also as a complex system inextricably linked with human thought, culture, history of society and social relations. From this point of view, lexicography, especially the theory and practice of bilingual dictionaries, is today one of the important areas of linguistic research. Bilingual educational dictionaries are not only an auxiliary source in the process of language learning, but also an important scientific source in determining interlingual connections, meaning transfer, semantic compatibility and incompatibility. Globalization processes, the expansion of international relations, and the growing need for learning foreign languages have sharply increased the demand for bilingual educational dictionaries. Bilingual educational dictionaries are of particular importance in ensuring the effectiveness of teaching foreign languages in the education system, developing students' lexical competence, and forming translation skills. Therefore, studying this type of dictionary not only as a practical guide, but also as an object of independent linguistic research is one of the urgent issues. Bilingual educational dictionaries, as a separate genre of lexicography, have their own characteristics. Unlike general bilingual dictionaries, they are intended for a specific target audience - pupils, students, language learners, and rely on didactic principles in the selection, interpretation,



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and presentation of lexical material. This requires a special linguistic analysis of the structure, semantic scope, stylistic features, and functional tasks of bilingual educational dictionaries. In modern linguistic research, the dictionary text (lexicographic text) is considered as an independent object of research. The expression of word meanings in dictionary articles, the selection of equivalents, the provision of grammatical and stylistic features, the use of examples serve to reveal the internal system and cultural characteristics of the language. From this point of view, bilingual educational dictionaries are of great scientific value as a source reflecting a specific model of interlingual semantic relations.

The issue of equivalence occupies a central place in bilingual dictionaries. Cases of complete, partial or conditional correspondence between lexemes in different languages create complex problems in the process of compiling a dictionary. In particular, the issue of how words, realities, phraseological units, and terminological lexicon with national and cultural color are reflected in bilingual educational dictionaries requires linguistic analysis. The study of such problems serves to strengthen the theoretical foundations of bilingual dictionaries. At the same time, the didactic function of bilingual educational dictionaries is also of particular importance. Such dictionaries should be aimed at facilitating the process of language acquisition by the student, increasing vocabulary, and developing speech activity. Therefore, the volume, order, and style of information provided in the dictionary should be organized in accordance with the educational goals. This creates the need to study bilingual educational dictionaries from the point of view of linguistic didactics. Although there is a tradition of creating and analyzing bilingual dictionaries in Uzbek linguistics, the study of bilingual educational dictionaries as an object of complex linguistic research has not yet been sufficiently carried out.

Most studies are devoted to general dictionaries or terminological dictionaries, and the structural-semantic, functional and pragmatic features of educational dictionaries have been poorly studied. Therefore, this topic is scientifically new and significant. When studying bilingual educational dictionaries, it is important to rely on the basic principles of comparative linguistics, semasiology, pragmalinguistics, cognitive linguistics and lexicography. Because each dictionary article conveys a certain language landscape, conceptual worldview and cultural information. This allows us to evaluate bilingual educational dictionaries not only as a list of words, but also as a means of interlingual and intercultural communication. Also, as a result of the development of modern information technologies, electronic and online bilingual educational dictionaries are becoming widespread. This requires a new perspective on the principles of dictionary creation, methods of information presentation, and user interaction. A comparative analysis of electronic dictionaries with traditional printed dictionaries also helps to better understand the linguistic characteristics of bilingual educational dictionaries.

Based on the above factors, the study of bilingual educational dictionaries as an object of linguistic research is one of the urgent tasks of linguistics. Such studies serve to improve the practice of dictionary creation, improve the quality of lexicographic resources used in the educational process, and increase the effectiveness of language learning.



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