

ISSUES, THEORIES, AND APPROACHES IN THE PRESENT-DAY LEXICOGRAPHIC SEMANTIC STUDIES

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Annotation: This article is about "word meaning/lexical semantics" reflects the multidisciplinary nature of current research on the analysis and description of lexical semantic information in dictionaries. The main aim of this paper is to illustrate several issues about the relationship between theory and practice that still plague traditional lexicography and influence its effective participation in this multidisciplinary enterprise, and to place the reported research within the context of the lexical semantic problems, theories, methodologies, techniques, and lexical data that underlie current research on lexicographic semantics.

Keywords: lexical semantics, computational lexicography, sociolinguistic, lexicographer, mutual influence

Аннотация: Данная статья на тему «Значение слова/лексическая семантика» отражает мультидисциплинарный характер современных исследований по анализу и описанию лексико-семантической информации в словарях. Основная цель данной статьи — проиллюстрировать некоторые проблемы взаимоотношений между теорией и практикой, которые до сих пор преследуют традиционную лексикографию и влияют на ее эффективное участие в этом междисциплинарном предприятии, а также поместить представленные исследования в контекст лексико-семантических проблем, теорий, методологии, приемы и лексические данные, лежащие в основе текущих исследований лексикографической семантики.

Ключевые слова: лексическая семантика, компьютерная лексикография, социолингвистика, лексикограф, взаимное влияние.

Annotatsiya: Ushbu maqola "so'z ma'nosi/leksik semantika" mavzusidagi lug'atlardagi leksik-semantik ma'lumotlarni tahlil qilish va tavsiflash bo'yicha zamonaviy tadqiqotlarning ko'p tarmoqli xususiyatini aks ettiradi. Ushbu maqolaning asosiy maqsadi - nazariya va amaliyot o'rtasidagi munosabatlardagi an'anaviy leksikografiyaning hanuzgacha qiyinchiliklarga duchor bo'lishi va uning ushbu fanlararo munosabatlarda samarali ishtirokiga ta'sir qiladigan ba'zi muammolarni ko'rsatish va taqdim etilgan tadqiqotni leksik-semantik muammolar kontekstida joylashtirish, leksikografik semantika bo'yicha joriy tadqiqotlar asosida yotgan nazariyalar, metodologiya, uslublar va leksik ma'lumotlar haqida fikr yuritilgan.

Kalit so'zlar: leksik semantika, kompyuter leksikografiyasi, sotsiolingvistika, leksikograf, o'zaro ta'sir.

Introduction

All publications about "word meaning/lexical semantics" center on the challenges encountered during the examination, characterization, and lexical semantic information is acquired. Like most other lexicographic research, their ultimate goal is to improve the lexical

semantic information in lexicographic resources, such as natural language processing (NLP) systems, lexica or conventional dictionaries intended for human users. Nonetheless, these works also demonstrate the interdisciplinary contribution of recent lexicographic semantics research. The emergence of computers has not only fundamentally altered the process of dictionary construction, but it has also additionally given rise to new lexicographic approaches and techniques, new dictionary types, and a host of new disciplines that address the theoretical and practical issues associated with dictionary compilation (in the broadest sense of the word). Despite significant overlap and mutual influence, professionals in the domains of computational linguistics, theoretical linguistics, computational lexicography and traditional lexicography. According to the particular objectives of their lexica, computational lexicography, and knowledge engineering each apply a unique combination of theoretical and practical competence to address the language semantic issues encountered in their respective domains [Abdurakhmonova, N.2020,2021,2022].

This paper's primary section will tackle the challenging challenge of situating the presented lexical meaning research within this multidisciplinary framework of lexical semantic difficulties, ideas, and approaches. The information and methods used in Euralex 1994 form the basis of the present lexicographic lexical semantics study. [2;87]

The metalexico-graphic study is being hampered by a variety of common misconceptions and assumptions that are holding back the discipline. Among these misconceptions, the most significant one is the purported "theorylessness" of practical lexicography. The most harmful misconception is that of the metalexico-grapher as the cynical critic of dictionaries and the people who create them, preoccupied with theoretical issues and unconcerned with the "harsh" realities of dictionary creation.

Methods and level of study

The lexicographer and semanticist Anna Wierzbicka gained notoriety for her statements that there is no theoretical foundation for practical lexicography and that "even the best lexicographers, when pressed, can never explain what they are." doing, or why" (Wierzbicka 1985:5) and that "it is the lexicographers' achievements, not their failures, which are truly remarkable" (Wierzbicka 1990:366) in light of the lack of support from semantic theory in particular.

Atkins (1992/1993:5) stated "Many people in contemporary lexicography deal with theoretical linguists by keeping their heads down below the barricades and getting on with writing dictionary entries." In an interview published in the inaugural edition of the Cambridge Language Reference News ((1) 1994), renowned computational linguist Ted Briscoe states that lexicography, as opposed to linguistics, "is more atheoretical - a practical activity pursued to sell dictionaries." [2;78]

It is not always the case that lexicography has no empirical descriptive issues because theoretical linguists overlook these issues in their data selection and theory building. theoretical foundation. Lexicographers are inevitably meta-lexicographers since linguistic principles and presumptions have always informed and directed their actual descriptive operations. These presumptions may be eclectically constituted, that is, they may not form a systematic or strictly coherent body of hypotheses on lexical semantic matters, but that does not lessen their status as guiding principles for lexicographic praxis. It also may not always be articulated, or if

articulated, not strictly adhered to (which gives rise to accusations of the "gulf between theory and practice"). [3;66]

Lexical semantic issues, prevalent theories of semantics, and methodologies Following this overview, I'd like to look more closely at various some of the more well-liked lexical semantic theories that scholars rely on, an overview of the lexical-semantic issues addressed in the articles in this subject cluster, and an explanation of how they relate to the findings presented in some recently released literature.

Results and discussion

In the discipline of lexicography, a research approach that includes any two or more of the following phases has emerged and been established in the last few years:

1. lexicographical (semantic) problem identification;
2. problem analysis within the context of one or more linguistic frameworks (hypotheses, techniques, data);
3. a lexicographic perspective on the problem, i.e. an analysis of current and past approaches (assumptions, methods, procedures, techniques) to the problem within lexicography itself;
4. presentation of a solution to the research problem from (ii) and/or (iii) and
5. presentation of a motivation for the proposed solution either in terms of the theoretic assumptions, methods and data presented in (ii) and/or (iii) or in terms of any other relevant considerations such as the dictionary type, constraints on space, user's information needs or research findings within other relevant fields (e.g. information science or cognitive psychology).

It is possible to see two aspects of lexicography, which are conditionally connected with each other, scientific-theoretical and practical. LP Stupin distinguishes lexicography as a field in three aspects:

- 1) a special branch of linguistics that studies the principles of creating various dictionaries;
- 2) practical activity dealing with vocabulary;
- 3) vocabulary of a specific language

The material selected for the content of such dictionaries is directed to the didactic purpose.

Vocabularies serve as a learning tool in training. Its educational character consists in the fact that the content of the dictionary, the arrangement of articles, the forms of providing linguistic information, the method of presenting the understood meaning or content, the size, etc., are aimed at teaching or learning a language [1]. Another feature of these dictionaries is the minimization of all elements of the language within a certain level. The units included in the dictionary are based on the principle of lexical minimum. [4; 90]

Also, the sociolinguistic character of the word and the explanation of the lexicon content selected for monolingual dictionaries show that it is oriented towards the educational goal. Monolingual educational dictionaries may include word explanations, phraseological, orthographic aspects, word combinations, antonyms, synonyms, and artificial words. In bilingual educational dictionaries, together with the fields mentioned above, the translation and explanation of words are also provided. [1; 23-24]

The dictionary content may differ to a certain extent depending on whether the educational dictionaries are intended to be used in education as a native language, a second language, or a foreign language. The dictionary also differs from one another in terms of whether the articles are presented in alphabetical order, flat or grid. According to the audience of users, it is adapted to the general needs and interests of preschool, school, higher education or language learners. Summarizing the above-mentioned differences in the creation of educational dictionaries, it should be noted that this type of dictionaries should serve as a communication tool for language learners.

Vocabulary selection is one of the most important issues in educational vocabulary [Abdurakhmonova, N.2020,2021,2022]. In this regard, the creation of electronic corpora and linguistic studies have greatly served the educational dictionary in determining the active and passive lexicon. As a result of mastering the vocabulary of active words, the answer to the question of what types of active words should be included in the teaching of the mother tongue or a foreign language is found. In the 30s of the 20th centuries, ideas were developed in English lexicography to create a dictionary of active words in teaching the language as a foreign language.

Charles Ogden's dictionary Basic English (1930) notes that this term is used in three different meanings [5]: 1) the lexical minimum consisting of the basic vocabulary in connection with the teaching of the English language; 2) system of teaching English as a foreign language; 3) the main tool of international communication. It should be noted that L.P. Stupin reduces the main vocabulary in the educational dictionary compiled by Charles Ogden to 7500, and later notes that he "rationalized" it to 1500 and finally to 850 English words. Of these, there are 200 types of subject names, more than 400 nouns, 100 types of conjunctions (12 of which are verbs, the rest are non-independent word groups). The lexicographer selects the words from the minimum lexicon that mean the concept and leaves the necessary words from among them depending on the frequency of use.

A.S. Trifonov [5] classified dictionaries according to different parameters: 1) according to language participation (monolingual, bilingual, trilingual); 2) according to the order of providing the material (alphabetical or ideographic); 3) according to the direction of reception or reproduction (active and inactive words); 4) area of limitation of lexicon (general and special dictionaries); 5) according to the content of the dictionary (linguistic, encyclopedic). As mentioned above, educational dictionaries can be monolingual and multilingual. According to the data, monolingual educational dictionaries are more important than bilingual dictionaries. Bilingual educational dictionaries are used to learn the language as a foreign language. The lumping x splitting problem is addressed in a work by De Regt ("The description of multiple meaning in some Biblical Hebrew lexicographical projects"; this volume). The so-called "linguistic" and "contextual" meanings of words are not distinguished in Hebrew dictionaries, and contextual usages are noted as independent senses. He suggests grouping contextual senses that are part of the same semantic domain and providing more information about a word's syntagmatic properties in each of its recorded senses.

Conclusion

As a conclusion, it can be said that lexicography (lexicology) is not a product of a purely theoretical field of knowledge, it is a product of the need that arose in the past in the process of communication between people for trade and exchange of ideas. As the French lexicographer Alan Ray rightly stated, "modern civilization is a civilization of dictionaries" [1;24]. The improvement

of computer technologies from year to year and various software programs created to further improve the process of natural language processing in language technology play an important role in the development of computer educational lexicography.

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