

THE ROLE OF EDUCATIONAL DICTIONARIES IN PROFESSIONAL EDUCATION

<https://doi.org/10.70728/phil.v05.i03.052>

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Abstract: The article examines the role of educational dictionaries, particularly professionally oriented minimum dictionaries, in the system of higher professional education. The significance of etymological work with terminology for the development of students' professional competence, improvement of Russian language proficiency, and strengthening of interdisciplinary connections is analyzed. Based on university teaching experience, the effectiveness of using specialized dictionaries in training future specialists is demonstrated.

Keywords: educational dictionary, professional education, etymology, terminology, interdisciplinary connections, professional motivation, lexical-semantic system

In the context of global economic and socio-cultural changes and rapid technological progress, the development and realization of the creative abilities of every university graduate is one of the main tasks of the national educational system. This issue is increasingly acquiring not only theoretical but also practical significance. In the formation of graduates' professionalism, one of the primary tasks is the development of a creative personality capable of implementing their unique abilities in practical activity, ready for independent and unconventional problem-solving, creative application of professional skills, and initiative.

For the successful acquisition of professional knowledge and skills during vocational education-which is an important condition for future professional success-it is necessary to create conditions that allow students to adjust their choices and personal characteristics at the stage of professional training for practical activity [1].

All developed languages of the world contain borrowed foreign words. The enrichment of a language's lexical composition occurs as a result of contact between different ethnic communities, which in turn leads to language contact. The lexical system of a language absorbs cultural contacts and expands its vocabulary, resulting in the emergence of ethnographic terminology. Conducting a linguistic analysis of

such terminology is one of the most interesting objectives in studying borrowed words and their role in the lexical-semantic systems of the Russian and Uzbek languages [2].

Professionally oriented educational minimum dictionaries in the Russian language, developed with regard to the specifics of key disciplines, the actual curriculum, and the profile of students' future specialties, acquire particular value in the educational process. One such educational minimum dictionary is the etymological dictionary "Studying Architecture," designed for students of the Faculty of Civil Engineering and developed on the basis of linguistic and lexicographic literature. The dictionary is specifically oriented toward specialties such as architecture, urban planning, and related fields. Our teaching experience at the Fergana State Technical University, including a pedagogical experiment, has shown that etymological information about professionally significant words, provided during Russian language classes, is received by students with great interest. Etymology makes it possible to "ignite a spark within the word" and turn to its origins. Etymological excursions have a worldview-forming significance. They arouse students' special interest in the facts and realities of the language studied, broaden their linguistic outlook, and help them understand historical linguistic thinking. Thus, they create a solid lexical-semantic, structural, and functional foundation for a particular word and ensure its durable acquisition. Knowledge of the history of words helps students better understand their structure and contributes to improved spelling literacy.

A specific feature of teaching the Russian language at a university is the consideration of students' future specialties. Along with reading fiction, it is necessary to include texts related to students' specialties and general technical texts, thereby expanding the vocabulary required for their future professional activities. For example, students majoring in Architecture compile a dictionary of technical terms from specialized texts as part of their independent work. During the experiment, students were placed in an active position. This form of work leads to a certain activation of students' learning activity, even among those with limited Russian language proficiency.

During individual assessment of independent work, it became clear that all students showed great interest in their specialty and realized that insufficient command of the Russian language limited their opportunities to master their profession. Thus, interest in the specialty and awareness of the importance of the Russian language became the main motivating factors in the process of compiling the dictionary. In turn, this type of work contributes to increasing the effectiveness of mastering the Russian language. As a result of the experiment, it was observed that students significantly improved their level of Russian language proficiency while

working with specialized texts. The idea of using interdisciplinary connections is not new. These connections not only make the learning process more engaging for students but also contribute to the formation of necessary competencies.

In order to engage students in etymological work, it should have a practical orientation and be accessible, taking into account their language training. As I. V. Pronina rightly noted, "In etymology, it is not the history of the word but the history of the concept that comes to the forefront." Although this statement refers to school education, it is even more relevant for higher education institutions, since students deal not only with neutral and commonly used words but also with lexical units that form the terminological core of their future profession. This factor significantly strengthens students' professional motivation at various stages of vocabulary work (presentation, explanation, consolidation, actualization).

Even brief etymological references contribute to deeper understanding of word meanings, the development of cognitive activity through comparison of facts from different languages (Latin, French, English, Greek, etc.), and awareness that the history of a language-including its terminological system-is closely connected with the history of thought and the history of a people. At the same time, students come to understand the constant interaction and mutual enrichment of the world's languages, including sectoral and professionally oriented languages. The types of work described above effectively contribute to achieving the set goals: they develop students' fluent reading skills, promote logical thinking and associative memory, broaden their outlook, foster an active attitude toward reading, and increase interest in reading, including professionally oriented literature.

Educational dictionaries play an important role in the system of professional education, as they serve not only as a means of expanding students' vocabulary but also as a tool for developing professional competence. Professionally oriented minimum dictionaries contribute to the systematization of terminological vocabulary necessary for mastering specialized disciplines and ensure the conscious acquisition of professional terminology. Working with dictionaries develops skills of independent learning, analytical thinking, and accurate use of concepts in both oral and written speech.

The etymological aspect of dictionary work is of particular importance in professional education. Referring to the origin of terms allows students to gain a deeper understanding of their semantic structure, establish interdisciplinary connections, and trace the historical and cultural prerequisites for the formation of professional language. Thus, educational dictionaries become an effective didactic tool that ensures durable knowledge acquisition, enhances students' language culture, and contributes to the successful training of future specialists.

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