PRACTICAL LANGUAGE APPLICATION SKILLS IN WORLD LINGUISTICS

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Abstract. *In world linguistics, increasing attention is being paid to developing practical language application skills, creating tools that integrate the objectives of language analysis and effective language teaching, and actively implementing them in the educational process. By the beginning of the twentieth century, dictionaries had already been recognized in a number of developed countries not only as a means of learning a particular language, but also as an essential instrument for educating intellectually competent individuals devoted to universal and national values. Indeed, "the necessity of creating and digitalizing anthropocentric dictionaries that enhance the communicative competence of modern individuals requires the advancement of such fields of applied linguistics as linguodidactics, linguometrics, pedagogical lexicography, computer linguistics, and corpus linguistics."*

Keywords: *frequency dictionary, anthropocentric dictionaries, pometa, Pareto law, fig phytonym, headword, explanatory dictionary.*

Introduction

Modern frequency dictionaries are compiled on the basis of corpus texts: texts devoted to a specific topic or belonging to a particular author are selected, and word forms together with lemmas are extracted from them. The analysis of frequency dictionaries demonstrates that a relatively small number of words are frequently used in widely distributed texts of live speech. Conversely, many words occur only rarely in texts formed through live communication. Naturally, other methods related to specific historical periods and technological developments are also employed in practice to determine the degree of word usage in texts. For example, in the *Explanatory Dictionary of Active Words of the Modern Uzbek Language* (2001), the authors regarded words repeated at least four times in texts of various types as actively used lexical units. As a result, certain lexemes actively functioning in the Uzbek language at the beginning of the 2000s were identified, and a frequency dictionary was compiled on this basis.

Research Methodology

In the *Alphabetical Frequency Dictionary of the Uzbek Language* published in 1982, considered the first frequency dictionary of the Uzbek language, the degree of word usage was analyzed on the basis of newspaper texts. According to the author,

the press plays an active role in instilling norms of oral and written speech among readers. Furthermore, the media, owing to its mass authorship and extensive communicative opportunities, promptly records new linguistic units appearing both in literary speech and in live communication. In this respect, the *Explanatory Dictionary of Active Words of the Modern Uzbek Language* (2001) became an important lexicographic source. This dictionary served as a distinctive "bridge" between explanatory dictionaries created during the Soviet period and those developed in the years of independence. Its dictionary entries consisted of the following parts.

Figure 2.1.1

Components of the *Explanatory Dictionary of Active Words of the Modern Uzbek Language*.

The first three components listed above were constant and obligatory for every dictionary entry, whereas the latter two were applied only when necessary. These characteristics were also reflected in the lexicographic interpretation of phytonyms. Among the abbreviations used in the dictionary, the botanical marker *bot.* enabled the grouping of phytonyms. However, since some phytonyms were part of the common language and understandable to every speaker of Uzbek, no special marker was applied to such lexemes. For instance, the dictionary entry prepared for the phytonym *anjir* ("fig") in the *Explanatory Dictionary of Active Words of the Modern Uzbek Language* was formed as follows:

"Anjir – a bush-like, multi-branched, juicy, cold-sensitive fruit tree with broad leaves and its fruit. To plant a fig seedling."

Results and Discussion

In the dictionary entry, the explanation of the headword was constructed as a terminological definition. In other words, information concerning the plant's bush-like structure, numerous branches, sensitivity to cold, sweetness of the fruit, broad leaf shape, and classification as a fruit-bearing tree was presented entirely in a scientific style. Nevertheless, the dictionary entry did not contain a special marker (*bot.*) directly indicating the terminological nature of the lexeme. This may be explained by the fact that every speaker communicating in Uzbek already recognizes the lexeme as a phytonym.

It should also be noted that the illustrative example provided to support the explanation of the lexeme lacked a cited source. This represented a slight departure from the traditional practice of Uzbek explanatory dictionaries, since in every generation of explanatory dictionaries the sources of illustrative examples are usually specified clearly.

Overall, the *Explanatory Dictionary of Active Words of the Modern Uzbek Language* was an important source encompassing the most essential vocabulary required for communication in Uzbek. The following quotation further supports this idea:

"Frequency dictionaries are important because they make it possible to identify the words most actively used in a particular language and, consequently, the words most essential for creating texts in that language. Similar to the Pareto principle, the existence of a frequency dictionary makes it possible to distinguish the limited number of highly important words that occur in the majority of texts within a language without significant difficulty."

In other words, frequency dictionaries function as effective tools for solving a number of important tasks quickly and efficiently. They facilitate the process of learning foreign languages, contribute to linguistic research, and serve as a primary source for compiling new dictionaries. Moreover, frequency dictionaries play a significant role in computer programs for filtering information, detecting spam messages, and improving search engine systems.

Conclusion and Recommendations

As emphasized above, explanatory dictionaries simultaneously combine the characteristics of general dictionaries, since common language units are selected as headwords, and educational dictionaries, since they may include terms related to specific fields. Therefore, when readers encounter difficulties in understanding the meanings of specialized terms, explanatory dictionaries enable them to reveal the essence of those concepts.

The twenty-first century differs from previous periods due to its accelerated pace of development and the central role assigned to intellectual ability and thinking. Under such conditions, the demands placed upon education have become far more serious than before, making the perfection of educational tools, particularly dictionaries, an urgent issue.

In addition to linguistic literature, dictionaries play an important role in ensuring intercultural communication, studying the lexical and grammatical structures of particular languages, establishing language norms, and developing the worldview and speech competence of members of society. Within this context, explanatory dictionaries naturally occupy a central position, since the majority of dictionaries are compiled on the basis of information contained in explanatory dictionaries that comprehensively encompass the lexical fund of a language.

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