CONCEPTUALIZATION CREATING CONTEMPORARY ELECTRONIC LEARNER DICTIONARIES VIA UZBEK CORPUS PLATFORM:

UZBEKCORPUS.UZ

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• In the information era, to develop communicative language need to develop electronic dictionaries which easy access to use and find the necessary word in lexicon.
• *The first dictionary to be founded wholly on corpus is Collins COBUILD series of English Language Dictionary compiled in 1987, guided by John Sinclair.* The dictionary has its citation taken from real life discourse, and each word is defined from these authentic texts, instead of relying on previous dictionary.
Our project (2021-2023):

“New learner generation dictionaries and creating their mobile applications” grant financed by Ministry of innovative development of the Republic of Uzbekistan
Learner dictionary contents:

- Synonym dictionary
- Homophone dictionary
- Morpheme dictionary
- Explanatory dictionary
- Interactive activities
- Communicative language develop
- homograph dictionary
Level of language acquisition of learner dictionary:

- Beginner: 1-2
- Elementary: 3-4
- Pre-intermediate: 5-7
- Intermediate: 8-9
- Upper-intermediate: 10-11
The process of the work

• Comparatively analysed all paper learner dictionaries which published before our work.
• Summarize uniqueness and distinctions among them dictionary structure and contents
• Investigating modern world learner (school) dictionaries as example of Russian and English
• To build database content of dictionary and mobile app version
The first stage of compiling lexemes:

Homophone - Abro’ (eyebrow) – obro’ (reputation)

Homograph – Ot (name)-ot (throw)-ot (horse)
A. Marufov's "Dictionary of homophone"

- Uzbek homophone learner dictionary is designed for pupils and teachers of the school, with the aim of correct use of homophones in oral and written speech, to eliminate shortcomings in their spelling. In addition to lexicology and semiotics exercises in the mother language, the dictionary also provides homophone exercises to increase pupils' literacy.
The dictionary is intended for schoolchildren, lyceum and college, university students, in which the homophones (complete, half complete or similar pronounced words) a pair of words, the head and depending words of those pair, their meanings are explained in the dictionary. Moreover, examples of sense of words and phrases in sentences are given.
Corpus based approach:

- Most frequent words as **functional words** such as *va, bilan, shu, lekin*, which carry little lexical meaning and the least frequent words are **content words**.
- Using a **Key Word** in the text concordance, words can be retrieved within in context and presented vertically on the screen.
Electronic corpora are usually larger than the paper-based collections which are basically small, previously used to study the aspect of language.

In this case, Uzbekcorpus.uz is as monitor corpus has enough information on the range of vocabulary items which as resource in terms of different genres, epoch, styles so on...
Brief outlook:
http://uzbekcorpus.uz/
• Our labor as dictionary makers to check for some contradictions with ‘real’ meaning.

• Method to check the word in context is to expand the text by retrieving its original source. The huge amount of data in the corpus also allows to look up lexemes that occur for the first time in spoken or written text.
Two kinds of frequency information that lexicographers can obtain from a corpus: frequencies of occurrence of linguistic elements in the so-called *frequency list*, and frequencies of co-occurrence of these linguistic elements in *concordances* (Gries).
### KEY WORDS of homograph

<table>
<thead>
<tr>
<th>ID</th>
<th>WORD_HOMOPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>O‘T</td>
</tr>
<tr>
<td>2</td>
<td>OT</td>
</tr>
<tr>
<td>3</td>
<td>TUR</td>
</tr>
</tbody>
</table>

### DICTIONARY

<table>
<thead>
<tr>
<th>ID</th>
<th>WORD LIST</th>
<th>DEFINITION</th>
<th>EXAMPLE</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>O‘T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>O‘T</td>
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<tr>
<td>3</td>
<td>O‘T</td>
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<td>...</td>
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</tbody>
</table>
## Doing level of the vocabulary by frequency list

<table>
<thead>
<tr>
<th>Type</th>
<th>GRAMMATICAL ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>PRE-INTERMEDIATE</td>
</tr>
<tr>
<td></td>
<td>INTERMEDIATE</td>
</tr>
<tr>
<td></td>
<td>UPPER-INTERMEDIATE</td>
</tr>
<tr>
<td>test</td>
<td></td>
</tr>
<tr>
<td>exercise</td>
<td></td>
</tr>
<tr>
<td>match</td>
<td></td>
</tr>
</tbody>
</table>

**Diagram:**
- **TEST**
- **Exercise**
- **Explanatory dictionary**
Саид Ахмад «Келинлар кўзголони» 2018

беш минут зарядка Ф а р м о н (ерга ўтириб опади). Бойдод! Уйимга ажина келди. Уйимдан фаришта ҳочди. Қанақа балога ...ко'проқ...

Саид Ахмад «Келинлар кўзголони» 2018

А с қ а р. Хели ёш-да, ойи. Бир-икки ой ўтсии, қолпингизга солиб К о м и п. Ойнокон, бу келинчак ...ко'проқ...

Саид Ахмад «Келинлар кўзголони» 2018

шунакаликларини билиб текканиман. Бу кампир сени еб кўйди, дейишди, мясорубдани ўтказворади, дейишди, сени эшак қилиб усингга миён олади, дейишди. Сени игнанинг ...ко'проқ...

Саид Ахмад «Келинлар кўзголони» 2018

сени эшак қилиб усингга миён олади, дейишди. Сени игнанинг тешигидан ўтказворади, дейишди. Бурнингдан ил ўтказиб, туяға ўхшатиб ғажалаб юради, Т ў ...ко'проқ...

Саид Ахмад «Келинлар кўзголони» 2018

миён олади, дейишди. Сени игнанинг тешигидан ўтказворади, дейишди. Бурнингдан ил ўтказиб, туяға ўхшатиб ғажалаб юради, Т ў жа б. Бинан ...ко'проқ...

<table>
<thead>
<tr>
<th>Word_list</th>
<th>Freq.</th>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>О’т</td>
<td>1688</td>
<td>1363</td>
<td>325</td>
</tr>
</tbody>
</table>

Concordans

Part of speech | NOUN | VERB |
---------------|------|------|
O’т qalamoq    |      |      |
O’т qo’ymoq    |      |      |
O’ti og’rimoq  |      |      |

Bir-ikki oy o’tsin
Myasorubkadan o’tqazvoradi
Ip o’tqazmoq
<table>
<thead>
<tr>
<th>Pair of Homophone</th>
<th>Definition</th>
<th>Usage sphere</th>
<th>Examples</th>
<th>Grammatical tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AZIM</strong> [a.] – (sifat) great, huge, big. Ko‘rishish, tuzilish e’tibori bilan g’oyat katta, ulkan. Azim terak, azim tog‘lar, azim daryo, shahri azim, gunohi azim (katta gunoh, kechirilmas gunoh)</td>
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</tr>
<tr>
<td>Eski Jo‘vada <strong>azim bir jamoa</strong> yig‘ib, Azizbek bilan bo‘lgan mojarosini so‘zladi. (A.Qodiriy. O‘tkan kunlar)</td>
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<tr>
<td><strong>AZM</strong> [a.] – (ot) ambitious, aim, purpose.</td>
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<tr>
<td>Azm qilmoq, azm-u shijoat. <strong>Men o‘n yildan beri azm qilolmay yurgan bu ishga bugun jazm etdim.</strong> (A.Muxtor. Tong bilan uchrashuv)</td>
<td></td>
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</tr>
</tbody>
</table>
Interactive task for homophone:

- Task 1. Fill in the missing words below.
  1. …… shahar
  2. ……u qaror
  3. …….. inson
  4. …….. bo‘ysundirmoq

- Task 2. Identify stylistic mistakes in the sentence.
  1. Behuda qon to‘kmoq, yurtni parchalamoqdan azm gunoh yo‘q.
  2. Azim-u shijoatli xalqimizning fidokorona mehnati bilan bu sinovlarni ham yenga olamiz.
  3. Elbekning qarori qat’iy, uni bu azmidan hech kim qaytara olmaydi.
  4. Eh-he, bobomning bu yerda qancha umr o‘tkazganini, ularning yoshliklari qanday o‘tganini mana bu azim tog‘lardan so‘rang.
RESULT: mobile app should be adapted for:

- Self study
- Instruction for teachers
- Self estimation
- Communicative language
Conclusion

• Electronic corpus make a huge impact in dictionary-making: it significantly reduces the time and the heavy work it needs to compile a dictionary since everything is automated and computerized;
• each dictionary now resembles how language is used in real world;
• frequency of each word in the list can be assigned; much more information can be given to words with a lot of variant meanings such as bo‘lmoq, and qilmoq;
• it makes it easy to include collocation because words appear in its surrounding text; it can quickly take ‘new’ everyday words into the system.
E’TIBORINGIZ UCHUN TASHAKKUR!
THANK YOU FOR ATTENTION!

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