

## **PREFERANCY OF USING A DICTIONARY AT READING COMPREHENSION CLASSES**

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***Abstract.*** *In this article the results of using a dictionary use in a foreign language reading comprehension course are shown. The research included fifty students from a public institution in Urganch, Uzbekistan. Positive outcomes included improvements in reading, vocabulary, writing and spelling. The findings imply that the use of dictionaries into a foreign language reading course is a smart idea.*

***Key words:*** *dictionary use, vocabulary, reading, reading comprehension.*

Research has demonstrated the benefits of using dictionaries during reading, although there are issues with their use in academic settings. Language teachers should advise their pupils to focus on words that are connected to the key themes of a reading. In fact, when it comes to reading comprehension, some words are more significant than others [1]. An unknown word placed in a headline or subtitle, for example, may have greater significance than an unknown word placed in the middle of a paragraph. It could be a good idea not to use a dictionary when reading a chapter if the reader understands the main concept despite not knowing a few words. Consequently, it is best use the dictionary carefully.

“Looking up words that cannot be readily guessed from context and that are either useful to learn or relevant to the main points of the passage or the tasks at hand” is how Prichard defines selective dictionary usage [2]. The websites might aid students in developing their vocabulary, increasing their reading comprehension, and making better use of their study time [3]. The author draws the conclusion that using dictionaries sparingly might entail finding enough terms to improve reading comprehension. Dictionary users also need to be able to read entry-level symbols, recognize dictionary design elements, and employ synonyms and antonyms to determine a word's intended meaning.

The dictionary can be used in two ways: productively and receptively. The former focuses on determining the meaning of an unfamiliar word, locating the appropriate entry, selecting the appropriate sub-entry, and matching the context of the reading to the meaning of the word. The latter involves locating the desired term, examining any use restrictions, and learning about the word's structure and collocation.

Scholars have examined the potential benefits of online dictionaries for language learners, focusing on writing and vocabulary growth. Laufer and Hill discovered that because electronic dictionaries provide audio pronunciation, synonyms, and translations, they aid students in learning incidental vocabulary [4]. Greater successful learning is shown when online dictionaries are used in more situations. However, a crucial factor in learning is the pupils' linguistic proficiency. The numerous meanings that online dictionaries offer surprise beginners, yet experienced language learners gain from the dictionaries' more detail on language usage.

As previously mentioned, one of the resources available to students is Google Translate, which they may utilize as an online translator in the classroom. At that point, translation plays a crucial role in assisting the reader in comprehending the content.

Al-Musawi argues that translation is a helpful technique for improving students' communicative ability as it helps them recognize discourse values, lexical links, and sentence structure information [5].

Research carried out in Urgench, Uzbekistan. Participants were undergraduate students from the Faculty of Chemistry. They were in their fourth or fifth semester of chemistry and the English reading comprehension was a course of the program. This course was offered during the second semester in 2023 and taken by 50 students who participated in the research. Participants were between 19 and 22 years old. Regarding their backgrounds in language learning, the students had only received instruction in their high schools.

The teacher trained students with:

Assessing the necessity of looking up the word: the reader determines whether or not a dictionary search is required [5].

Locating the entry: the reader checks the dictionary to find the appropriate term.

Reading the entry: the reader selects the appropriate word entry

Linking the meaning to the context: the reader confirms whether the dictionary definition they have selected makes sense in the context of what they are reading.

Rewriting the word in its most basic form: the reader learns about the word's grammar by using what they already know about the language. The reader makes an educated judgment as to what the word's broad meaning in this situation is. Spelling, register, collocation, meaning, antonyms/synonyms, pronunciation, and parts of speech were among the other topics the teacher addressed.

Research has shown many benefits from using dictionary in learning a new language, such as: Improving English skills, Linking the words, positive attitude, Peer communication

Translating with the help of dictionaries makes understanding easier, motivates people more, and helps them pick up vocabulary. It also aids with word memorization.

Language learners can benefit from effectively comparing languages across languages. Students benefit from the method of making the connection between the new term and their native tongue.

Students can learn a language by using online and print dictionaries, online translators, paper dictionaries, and the internet. Students are using a positive attitude when they use internet technology.

Students exchange their translations with their peers as part of a social approach that involves translation. Peer correction is therefore common in school settings.

Research has shown improvements in reading, vocabulary, writing and spelling. After using a reading approach, students must determine whether it is necessary to look up unfamiliar terms in a dictionary. Consequently, using a dictionary while reading turns into an additional choice. It is important to note that while using a dictionary, one must be selective because not all terms will be related to the text's primary ideas.

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## THEORETICAL PRINCIPLES OF TEACHING FOREIGN LANGUAGES AS A SECOND FOREIGN LANGUAGE

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*O'zDJTU, Ikkichi chet tili kafedراس  
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**Annotation.** *The article is about the most common theories teaching foreign languages as a second languages on the field of higher education. Discuss about many theoretical ways of several scholars who worked on the topic. Given some modern ways how to teach English as a second language on higher education and after graduation of our modern education system as well.*

**Key words:** *method, neurolinguistics, computer linguistics, psycholinguistics, geographical linguistics.*

The main step in the teaching of foreign languages in universities that are not based on linguistics and language teaching while establishing a curriculum in English is how to achieve its goals is to determine. This goal is achieved in terms of the methodology of teaching foreign languages in the following ways unites; departments of linguistics (phonetics, lexicon, grammar) and language skills (reading, speaking,