The Interconnection and Interrelation Features of Words and Their Importance in Compiling Second Language Dictionaries

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Abstract: *In the process of teaching language the most important task is to know the peculiarities of interconnection of words. And one of the effective factors of learning and teaching Uzbek as a second language is to conduct specific research on interconnection and interrelation features of words and to compose special dictionaries of the Uzbek language for Russian-speaking students. Meanwhile, the issue of interconnection and interrelation peculiarities of words has been investigated not only by many linguists but by some psychologists as well.One of those prominent psychological scientists is N.I.Jinkinn. According to him, the integration of speech units is divided into two phases. He also relates "the grammar field" with the second phase of speech-unitintegration. Furthermore, he points out that in the first phase of this process, words and word forms are spread out in the "speech field". In the second phase a speaker selects the necessary words for the primary explanation of the idea,which is followed by the correct grammar form, and then collocates with a suitable word [1,45]. For instance, according to N.I.Jinkinn,a noun, an adjective and an adverb do not usually collocate with other words. They are called as lexics, which are spread in the "vocabulary field" but divided into characteristic groups.*

Introduction

It is necessary to know the interconnection of a particular word with other words. The acquisition of the speaking process in a second language develops in uneasy way comparing to the oral process in target language, because the students are not familiar with the word-association systems of a foreign language. Moreover, critical thinking should be developed about the words in context. For instance, in the Uzbek language conjunctions, auxiliaries and word-forming affixes are mainly used to link words. However, these grammatical means are not enough to identify the features of interconnection of words. So, it's proved that in addition to word-forming affixes, conjunctions and auxiliaries, there are other grammatical means that serve to connect two words. Thus, this kind of phenomenon should be taken into consideration while learning and teaching the language and developing the process of speech [2,53-55].

It is also important to explain the connection of a noun and a verb as key words and identify their correct and incorrect interrelation meanings. It should be noted that many handbooks by A.Pulatov, I.Muminova, I.Pulatov[4] and "Modern Uzbek language," and especially the research on enriching the speech of studentsby verbal phrases in non-philological faculties by M.Karakhujaeva[3,23],are very useful. Yet this represents a drop in the ocean, and classifying Uzbek words into key words, dividing them according to interconnection features and several other issues have to be resolved in the future.

G.Ahmedovahas done research on integrating and developing Russian-speaking students'practice and experience. Her study shows that achieving effective results in improving Russian speaking students' skills concerning formed words depends on successful consolidation of word-forming affixes and lexico-semantic relation systems. The research also clarifies that one of the unresolved problems in composing dictionaries is that each meaning of a word is taught individually. Here, several meanings of words are not combined around one concept. As a result, they are only learned and even soon forgotten by students [5,79].

In recent years our Uzbek linguists have done some studies on the systems and interconnection of words. While M.Korakhujaeva is doing her research on linguistic principles of economic terms, she informs about the interrelation systems in Uzbek linguistics is studied as a language units and how to use the character of the language units basing them on system characteristics. She also introduces the extent to which lexemeshelp improve learners' speech fluency. The study also declares that it impossible to improve speaking skills without learning the ways of logical and semantical interrelation. M.Korakhujaeva's study deals with word interconnections,

their logical relations, the relation of economic terms with verbs and their relationship within semantic-syntactic models [6,33].

However, it is investigated that the words different characteristics and features in a speaking process is a whole dynamic process, while as the usage of oral lexics features are seen in process. Thus, concrete language events are analyzed, connecting them to the ways of communicative situations. This analysis is useful in learning Uzbek as a second language. Russian language-methodology and foreign-language scientists link semantic principles with lexics and grammar forms in texts. For example, T.P.Skorikova exemplifies A.A.Leontev's ideas and agrees with him: "To share two facts methodically in functional-semantic theory: it is focused on locating one semantic language form and analyzing oral speech psycholinguistically" [7,86-87].

One of the main functions of a good teacher is to pay attention to lexic forms' relations with semantics, logical interconnection and differentiation features in a foreign-language context. For instance,the phrase *секингапирмоқ* (to speak slowly) in the Uzbek language has many meanings in context. 1) to whisper; 2) to speak at a low speed. In order to differentiate this situation, one should pay attention to the low pronunciation features of the word "секин", when it is spoken about the word in the meaning of "speed" in the word "секин", it is pronounced [i:].When it is talked about in the meaning of low voice the word "секин"is pronounced [i]. Such cases of homophony can cause a number of difficulties in the process of language learning. In the language spoken in Bosnia and Herzegovina, homographs are numerous. Bosnian, a language stemming from the Slavic family, bearing close ties to the neighboring Croatian and Serbian languages, has a notoriously difficult system of homographic, but not homophonic, words. Thus, words such as pas (belt) and pas (dog) are differentiated via the length of the central vowel, [a:] and [ʌ] respectively. Similarly, the vowel length determines the meaning in duga /du:gʌ/ (rainbow) and duga /dugʌ/ (long), luk /luk/ (onion) and luk /lu:k/ (bow), kupiti /ku:piti/ (buy) and kupiti /kupɪti/(pick up, collect). Additionally, functional lexemes such as the auxiliary form of *to be* in Bosnian is a homograph with the word for solitude; thus sam /sʌm/ (to be, present tense, nom.) and sam /sa:m/ (alone) can be differentiated only through the slight tonal change. Finally, the numerous cases remnant in Bosnian create homographs through case change. For example, the word unuka /unʊkʌ/(granddaughter) is in the nominative case. The word unuka /unuka:/ is the plural genitive form of the word grandchildren[12]. These kinds of differences of oral forms are seen in use context.It is very important to differentiate functional-semantic, phonetic, lexical, morphological and syntactic features in teaching oral speech.

From this point of view, it is one of the problems at the center of attention of lexicographers in the relation of systematic words.

The linguist L.M. Plehanova emphasizes that when composing dictionaries we have to pay attention to the lexical feature of an idea. From this point of view, integration lexicography dictionaries should be compiled as follows:1. An explanation of words.2. The usage of words. 3. The origin of words. 4. Synonyms. 5. Antonyms. 6. Homonyms. 7. Association. 8. Lexical-syntactic connections (with nouns, adjectives, verbs). 9. Predicative centers. 10. Phrases. 11. Illustrations [8,11-12]

These kinds of dictionaries havea great practical importance. In the future, serious attention should be given to compiling Uzbek dictionaries and to make special studies on teaching words and their interrelation, one stem words and how to show their connection, their images in a mother tongue, their all parts and associations and their active lexics help to activate passive words.

As a first experiment it was used for beginner classes as Uzbek-Russian picture dictionary [9]. In the dictionary, some words are given as descriptive expressions, as themes, and sometimes they are placed next to the dictionary articles. For example, the word *ўсимликлар,* a big group name, was sub-grouped into by *дарахтлар, майсалар, гуллар, полиз экинлари.* Dividing to the groups of thing-object nouns, from general to specific helps students to learn the words better and use them their ownways.

In some pictures it was associated to show all parts of a thing-object. For instance, while giving the word *дарахт (tree)* it's necessary to present the other tree parts as: *илдизи, танаси, пўсти, шох, барг, гул, новда, мева*, because pupils imagine the tree with all its parts and know how to name each part of a tree in their mother tongue.

In that position, we should say that naming component parts and logical-semantic relationship of a thing-objectnoun in mother tongue and learning language should be differentiated. We can see this in examples from the Uzbek and Russian languages. For instance, in Uzbek, the tree's upper part is called *пўстлоқ* (bark) but a melon's and watermelon's upper part called *пўчоқ* (peeling). In the Russian language it is called *корочка*.

The inner seeds of melons are called as *қовуннинг уруғи,* while in a watermelon they are called *тарвузнинг дони*. In other words, the words can differ from the semantic relationship and interconnection. In the Russian language, both of them are translated

as *косточка*. So, the name of thing-object picture it's good idea to give them as dividing into component parts and show all their names separately.

Moreover, different exercises focused on synonym and homonym formations and antonym-formed wordscan help learners to differentiate words and grammatical ways of meanings. These types of exercises, according to linguist M.A.Jurabayeva, should be accepted in addressing the following issues:
- the special difficulties of word forming;
- from the simple to complex didactic principles;
- written and oral exercises that serve for constructive structure;
- learning process and self-study of students [10,13].

Certainly, in learning a language, one should be aware of the word-formation possibilities. Learning and teaching the possibilities of word formation suffixes place a great practical role for enhancing vocabulary and developing exercises. Nowadays, this is the most important issue for compiling successful and useful Uzbek dictionaries for use in mastering a second language. Moreover, it's pleasant to know that the Uzbek language is not only becoming known and taught in Uzbekistan, but all over the world.

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