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IKKI TILLI VA BIR TILLI LUG'ATLARDA ETNOKULTURAL BIRLIKLARNI QIYOSIY TAHLIL QILISH: INGLIZ VA O'ZBEK TILLARI BO'YICHA TADQIQOT

Аннотация

Ushbu maqola ingliz va o'zbek tillarida ikki til va bir til lug'atlaridagi etnokultural birliklarni taqqosiy tahlil qilishni taqdim etadi. Etnokultural birliklar, madaniy ahamiyatga ega bo'lgan terminlar, iboralar va ifodalar, til o'rganish va madaniyatlararo muloqotda muhim rol o'ynaydi. Bilingual (ingliz-o'zbek) va monolingval (ingliz va o'zbek) lug'atlardan tanlangan yozuvlarni tahlil qilib, tadqiqot taqdimot, kontekstual foydalanish va madaniy nuanslardagi farqlarni aniqlaydi. Natijalar shuni ko'rsatadiki, bilingual lug'atlar ko'pincha to'g'ridan-to'g'ri tarjimalarni taklif qiladi, lekin madaniy kontekstda chuqurlik yetishmasligi mumkin, bu esa tushunishni qiyinlashtiradi.

Kalit so'zlar: Etnokultural birliklar, bilingual lug'atlar, monolingval lug'atlar, madaniy kontekst, til o'rganish, madaniyatlararo muloqot, lug'atlarni tuzish, kontekstual foydalanish, tarjima amaliyotlari, leksik taqdimot.

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ЭТНОКУЛЬТУРНЫХ ЕДИНИЦ В БИЛИНГВАЛЬНЫХ И МОНОЛИНГВАЛЬНЫХ СЛОВАРЯХ: ИССЛЕДОВАНИЕ АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКОВ

Аннотация

В этой статье представлено сравнительное исследование этнокультурных единиц в билингвальных и монологических словарях с акцентом на английском и узбекском языках. Этнокультурные единицы, охватывающие термины, фразы и выражения, насыщенные культурным значением, играют важную роль в изучении языков и межкультурной коммуникации. Анализируя выбранные записи как в билингвальных (англо-узбекских), так и в монологических (английских и узбекских) словарях, исследование выявляет различия в представлении, контекстуальном использовании и культурных нюансах. Результаты показывают, что билингвальные словари часто предоставляют прямые переводы, но могут недостаточно глубоко раскрывать культурный контекст, что может затруднять понимание.

Ключевые слова: Этнокультурные единицы, билингвальные словари, монологические словари, культурный контекст, изучение языков, межкультурная коммуникация, составление словарей, контекстуальное использование, переводческие практики, лексическое представление.

COMPARATIVE ANALYSIS OF ETHNO CULTURAL UNITS IN BILINGUAL AND MONOLINGUAL DICTIONARIES: A STUDY OF ENGLISH AND UZBEK LANGUAGES

Annotation

This article conducts a comparative analysis of ethnocultural units in bilingual and monolingual dictionaries, focusing on English and Uzbek languages. Ethnocultural units—terms, phrases, and expressions that encapsulate cultural significance—play a crucial role in language learning and cultural understanding. By examining selected entries from both bilingual (English-Uzbek) and monolingual (English and Uzbek) dictionaries, this article aims to identify differences in representation, contextual usage, and cultural nuances. The findings reveal that while bilingual dictionaries often provide direct translations, they may lack depth in cultural context, potentially hindering learners' comprehension. In contrast, monolingual dictionaries tend to offer richer explanations but may be less accessible for non-native speakers.

Key words: Dictionary compilation, intercultural communication, cultural notes, dictionary entry, headword, ethno cultural nuances, interpretation.

Introduction. Ethnocultural units are distinct groups defined by shared cultural characteristics, values, beliefs, and practices, often linked to a specific ethnic identity. These units can encompass communities, societies, or populations that preserve unique languages, traditions, customs, and social norms. They are crucial for shaping both individual and collective identities and influence behaviors and interactions within and among various groups. Understanding ethnocultural units is vital for appreciating cultural diversity and fostering effective intercultural communication. Ethnocultural units are distinct groups defined by shared cultural characteristics, values, beliefs, and practices, often linked to a specific ethnic identity. These units can encompass communities, societies, or populations that preserve unique languages, traditions, customs, and social norms. They are crucial for shaping both individual and collective identities and influence behaviors and interactions within and among

various groups. Understanding ethnocultural units is vital for appreciating cultural diversity and fostering effective intercultural communication. The study aims to analyze ethnocultural unit representation in English and Uzbek dictionaries, comparing bilingual and monolingual formats to enhance understanding, translation practices, and cultural context in language learning.

Literature review. Concerning the ethnocultural specificity of the language, the idea of fixing people's experience in the language through phrases, which are the syntactic basis for the formation of more complex unities, is one of the fundamental. To meet the needs of communication free combinations of words transform into a stable vocabulary unit – ethnocultural collocation – equivalent to a single word. The process of phraseological units is understood as a process of semantic transformation, acquisition of semantic integrity, fixing in the normal language and formation of its own lexical

environment. Concerning the process of a certain type of phraseological units, there are some stages of the ethnocultural collocation formation, which consists in semantic and grammatical transformation. Firstly, each ethnocultural unit must pass the so-called "threshold of significance", when a native speaker has the need for the nomination of a particular object or phenomenon, caused by the peculiarities of thinking and world perception. Secondly, there is a search for a suitable combination of words to interpret the object, which is fixed in the language over time as an integral structure. At the next stage, the components of ethno cultural collocation are combined due to the certain mechanisms of collocability and semantic components in the structure of their lexical meanings, because of some extralinguistic limitations. When used together, they acquire specific meaning, unique for a given collocation. Then comes the stage of an integral meaning formation, depending on the integrity and reproducibility of the collocation.

Research methodology. There are a number of factors to take into account while choosing dictionaries, whether bilingual or monolingual, to make sure they adequately satisfy particular requirements. The following crucial elements need to be considered: Standards for Choosing Bilingual Lexicographers

The scope of vocabulary provided, including idiomatic expressions, regional variations, and technical words, should be evaluated.

Definitions Clarity - It is important to make sure that definitions are precise and appropriate for the degree of expertise. Prioritizing dictionaries with numerous contexts and meanings is a good idea.

Usage Examples - It is best to select dictionaries that provide sample sentences or phrases to show how words are used in context.

Pronunciation Guides- To assist in acquiring proper pronunciation, phonetic transcriptions or audio pronunciations should be verified for availability.

Specialized Sections - Dictionaries with specialized sections for grammar, synonyms/antonyms, or common phrases should be considered for their usefulness.

Cultural Notes - Some monolingual dictionaries that include cultural references or notes should be selected, as they can enhance understanding of context.

Comparative Analysis. To perform a comparative analysis of the entries for the word "smile" in both a monolingual and a bilingual dictionary, let's break down the information provided in each:

Monolingual Dictionary (Oxford Advanced Learner's Dictionary):

1. Entry Details:

Word: smile /smaɪl/

Part of Speech: Noun, Verb

Definitions (Noun) The expression you have on your face when you are happy, amused, etc., where the corners of your mouth turn upwards.

(Verb) 1. To make a smile appear on your face. 2. To say or express something with a smile.

Examples:

"Oh hello," he said, with a smile.

Twelve hours later she was all smiles again.

Idioms:

"All smiles" — looking very happy.

"Smile on sb/sth" — if luck, etc., smiles on you, you are lucky or successful.

2. Lexical Information:

Includes detailed definitions, idiomatic expressions, usage examples, and word forms.

The pronunciation is provided using the International Phonetic Alphabet (IPA).

The dictionary offers grammatical context, such as whether the word is used transitively or intransitively (V+at sb/sth).

Bilingual Dictionary (Uzbek-English):

1. Entry Details:

Word: smile /smaɪl/

Part of Speech: Verb

Translations:

Primary Translation: tabassum qilmoq, jilmaymoq, kulmoq

Secondary Translation: kulib aytmoq, kulib demoq

2. Lexical Information:

Focuses on providing equivalent words in Uzbek for the English verb "smile."

Less detailed than the monolingual entry, focusing mainly on direct translations without examples or idioms.

Comparative Analysis:

1. Purpose and Audience:

The monolingual dictionary is designed for advanced English learners or native speakers, offering a rich array of information about the word, including usage examples, idioms, and grammatical notes.

The bilingual dictionary targets Uzbek speakers learning English, providing straightforward translations that help bridge understanding between the two languages.

2. Content Structure:

The monolingual dictionary provides extensive definitions, multiple examples, and idioms that show the nuanced usage of the word "smile."

The bilingual dictionary focuses on equivalence, offering translations that capture the general meanings of "smile" in Uzbek. It is less focused on the contextual or idiomatic usage.

3. Lexical Information:

The monolingual dictionary includes pronunciation, part of speech, and examples that help users understand how to use "smile" in various contexts.

The bilingual dictionary does not include pronunciation or example sentences, focusing instead on the direct translation, which is essential for learners who need to quickly understand the meaning of the word.

4. Cultural and Idiomatic Expressions:

The monolingual dictionary provides idiomatic expressions and cultural notes that are crucial for understanding how the word "smile" might be used in different situations.

The bilingual dictionary does not include idiomatic expressions, which could make it less helpful for understanding more advanced or nuanced uses of the word.

Conclusion. Analysis of ethnocultural nuances. It is possible to see how various cultural and linguistic settings affect how a term is defined and represented when you examine ethnocultural units like "smile" in bilingual and monolingual dictionaries. There are several ways to approach this analysis. Monolingual Dictionaries. Definition and Context: Cultural Connotations: In a monolingual dictionary (e.g., an English dictionary), the definition of "smile" would include its general meanings and usage within English-speaking cultures. For example, "smile" might be defined as a facial expression indicating pleasure, friendliness, or amusement. Example Sentences: Monolingual dictionaries often provide usage examples that reflect the cultural context. For instance, a dictionary might include sentences like, "She greeted everyone with a warm smile," emphasizing the positive and social aspects of smiling in Western contexts.

Cultural Nuances: Emotional Expression. The definition might discuss different types of smiles, such as a "genuine smile" versus a "forced smile," reflecting the cultural

understanding of emotional expression and social interaction in English-speaking societies.

Non-Verbal Communication: E- dictionary may mention that a smile is often used to convey friendliness, approachability, or agreement, which aligns with the cultural norms of using smiles to create a positive social atmosphere.

Bilingual Dictionaries

Translation and Equivalence

In a bilingual dictionary (e.g., English-Spanish), "smile" would be translated into the target language, such as "sonrisa" in Spanish. The translation aims to provide an equivalent term in the target language, but cultural nuances might not always be directly transferable.

Contextual Notes: Bilingual dictionaries might include notes or examples to clarify how the term is used in both cultures. For example, it might explain that while "sonrisa" in Spanish generally means "smile," the cultural significance and usage can vary between Spanish-speaking regions.

Cultural Differences:

Cultural Variations: The dictionary might indicate that in some cultures, smiling is used differently. For instance, in certain Asian cultures, smiling might be used to avoid conflict or to mask discomfort, which contrasts with the more overt expressions of friendliness commonly associated with smiling in Western cultures.

Monolingual Dictionaries: Offer explanations and illustrations based on the language's cultural context. They concentrate on the term's usage and interpretation within the culture of that language, frequently expressing society norms and values.

Bilingual Dictionaries: Recognize cultural variances while providing equivalent translations. They aid students in comprehending the meaning of the term in both languages and may offer more background to assist close cultural barriers.

Conclusion. In summary, this study highlights the significant differences between bilingual and monolingual dictionaries in representing ethno cultural units within the English and Uzbek languages. Ethno cultural units serve as vital components in understanding language and culture, as they encapsulate the unique cultural identities and practices associated with specific linguistic communities. The comparative analysis reveals that while bilingual dictionaries provide essential direct translations, they often fall short in conveying the rich cultural context that is crucial for comprehensive language learning. In contrast, monolingual dictionaries offer deeper insights, with extensive definitions and contextual usage, but may present challenges for non-native speakers due to their complexity.

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