ISSUES IN TEACHING LEXICOGRAPHY AND DICTIONARY SKILLS.

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Abstract: *This article deals with the contribution to the enrichment of studies on the teaching of lexicography (and dictionary skills) as an academic subject. The more widely we share our academic experiences, the more insight we can provide into different practical teaching methodologies and their effectiveness.*

Keywords: *teaching lexicography, dictionary didactics, reference skills, dictionary skills, dictionary use, university course design, course evaluation, online dictionaries, evaluation of dictionaries*

The methods of gathering and presenting knowledge are being actively included into the educational process these days. Our nation's educational system currently updates the goal of improving the effectiveness of teaching foreign languages to students in non-linguistic fields. It is very important to prepare future professionals to communicate in English and other foreign languages. But given the current circumstances, language learning tactics, methods, and procedures in higher education need to be updated.

On exam days, students used to carry carts full with dictionaries. Instead, today's pupils use their laptops or smartphones to look up words. But the media is not the only thing that has altered. Present-day, cutting-edge learner dictionaries offer users useful, empirical, corpus-based data on word usage in texts, going well beyond simple definitions, spelling corrections, and translations. This contains standard usage examples together with information on word grammar, lexical collocations, and frequent mistakes to avoid. However, dictionary users' behavior does not appear to have altered significantly over the previous few decades, despite the astounding advancements in the science of lexicography. When playing games like crosswords, people typically consult dictionaries for clarification on meanings, spellings, translations, and other information (Atkins & Varantola 1997)

Long stretches of online learning combined with objective constraints force students to gain fresh experiences that mold and enhance their cognitive abilities. Additionally, a student should be able to use a wide range of dictionaries as a future professional since they are tools for developing lexicographic competence. Lexicographic abilities are essential for both effective study and future professional endeavors for students, as they aid in the acquisition of not only English but also a wide range of fields. Within the framework of scientific theories regarding how lexicographic competence develops throughout language learning (I. Kupina, L. Malimon, O. Semenoh, E. Goffman, M. Leary, B. Shlenker, R. Rossner and others), there are distinguished two key aspects: – effective use of edited materials that follow the classical conception of academic dictionaries (textual and electronic ones) for educational and research purposes; – acquisition of the skills of compiling a new lexicographic product i.e. dictionary entries or learner's dictionaries as well as the ways of their practical application, for example, as presentation in a group, doing / creating a series of exercises or tests based on a compiled dictionary, etc.

Here, it's important to remember that even college students who frequently use dictionaries still have gaps in their knowledge of dictionary structure. The old school methodology of "word – transcription – translation" was utilized to create their students' dictionaries. It's obvious that there is some uncertainty here that has to be cleared up on both a theoretical and practical level.

In the past, dictionaries primarily served as repositories of words in a language, emphasizing etymology, standard spelling, and definitions (Cowie 2009). Furthermore, translations were offered by bilingual dictionaries; nonetheless, usability was not a major issue for either bilingual or monolingual dictionaries. The task of interpreting their "cryptic lexicographic content" fell to the individuals utilizing these resources (Lew & de Schryver 2014: 341). New kinds of dictionaries for learners were developed as a result of interest in the instructional role of dictionaries, where the end user started to be considered.

In modern linguistics, the concept of 'lexicography' refers to the practice of lexicographic, dictionary description, defining as its object linguistic units of all levels and any linguistic relations [2, p. 436]. Moreover, it is pointed out that the indisputable value of dictionaries lies in the fact that they provide new generations of lexicographers with examples of lexicography methods [3, p. 8].

We believe that universities should prepare the aforementioned generations; hence, students should practice constructing dictionaries. "If lexicographers face challenges, second-language learners face even greater challenges in creating a lexicon that is both highly dependable and optimally useful." R. Rossner [96], page 5. Consequently, the creation of dictionaries and its components ought to be predicated, first, on an awareness of the theoretical underpinnings of lexicographic description and, second, on comprehensible and unambiguous action algorithms. It makes sense to incorporate vocabulary exercises into a syllabus as an organized, autonomous classroom or extracurricular activity (like a stand-alone educational and research assignment).

It might also be appropriate to do a project or lexicographic workshop. We view the process of learning lexicography as a sequential one. Its initial phase is linked to the creation of a concept for lexicographic description that is either somewhat more complex or, conversely, simpler. The requirements for the planned dictionary—that is, the information that students must consider—are the focus of a lot of attention during this first phase.

It is difficult to frame a dictionary entry without understanding macrostructure and microstructure. The composition of a dictionary in terms of its underlying principles is referred to as its macrostructure. This includes defining its aim, choosing specific headwords, creating the dictionary's metalanguage, choosing examples, deciding on the standards for grouping register units, and more.

Language learners frequently struggle with finding the information they need, including where to begin their search for answers to questions about words, fixed expressions, synonyms, and grammar. Even when they do, they frequently struggle to understand the information they find. The majority of the time, lexicographical codes, symbols, and abbreviations employed in dictionary practice lead to typical interpretation

problems. Furthermore, several earlier studies document that relatively little instruction in dictionary usage occurs in schools.

To guarantee high-quality knowledge and skill development, dictionary skills should be gradually acquired in secondary school as language proficiency increases, beginning in primary school. Even college students, particularly those preparing to become teachers, should become proficient users of (online) dictionaries because these students will be better equipped to instruct others in the use of dictionaries. The fact that more and more colleges are realizing how important it is to teach lexicography and dictionary use is positive.

The students should be sufficiently knowledgeable about trustworthy monolingual and bilingual English dictionaries since once they graduate from university, they will need to know what kind of dictionary to use, for what purpose, and for what age range. They must also be conversant with the techniques used to instruct dictionary usage. When choosing the course materials, it is important to keep in mind that there are four main players in lexicography, both theoretically and practically: the dictionary-maker creates the dictionary, which the user purchases; this person is frequently assisted by the teacher who imparts dictionary skills; and lastly, the researcher, whose work promotes development and guarantees ongoing quality

A headword list is unquestionably a significant contributing aspect to the compilation of dictionaries. The lexicographer, a student, gains a deeper understanding of both general and lexicographic information by using data from a range of sources (dictionaries, journals, corpora examples, etc.). The result is that the list of headwords is narrowly focused, which makes the learner's dictionary an invaluable teaching tool for language acquisition.

A dictionary's body is made up of an alphabetical list of headwords, according to H. Jackson. Each headword has several supporting details that, when combined with the headword, make up the "entry." Typically, the headword is bolded and positioned one or two spaces to the left of the remaining lines [4, p. 25]. On the other hand, the dictionary's microstructure as well as its macrostructure should be closely examined. When working with an unfamiliar term, linguists, translators, or students need to know the answers to at least five questions, What is the meaning of the word? With what does it correspond? What connotations is it connected to? What grammatical roles does it fit into? Where in the text does the term appear? [1, page 16].

The following criteria for lexicographic description have been defined by theoretical lexicography: a single style of word description across the dictionary, brief descriptions, simplicity, and thoroughness. [3, page 14]. A specified number of zones should be included in every dictionary item.

For students who are not majoring in philology, we often suggest a six-component zoning scheme that includes the following: the lemma; phonetic information (transcription); grammatical information; stylistic information; semantization of the lemma using the translation language; exemplification; and citation of sources. In certain instances, the above was supplemented with a zone of synonymy and a zone of etymology. In actuality, even the tiniest dictionary—which is created to accomplish this or that task—

must adhere to a single design style, which includes a methodical arrangement of applied fonts, punctuation, notes, and abbreviations, as well as techniques for graphic expression (like a tiny shift of lemmas to the right of the text's left border).

The student's dictionary is posted on the online learning platform for review and commentary once the completed register has been corrected and any faults found have been fixed.

In conclusion, the compiler provides a comprehensive overview of the evolution and current status of several lexical and terminological designations in the modern English language through the process of lexicography. Thus, there is every reason to view instructional lexicography as an important pedagogic technique for helping non-linguistic students develop their foreign language lexicographic competency.

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