

hamkorlik va uyg'unlikdagi o'yinlar". [Smith, 1994] O'yin orqali o'quvchi nafaqat til o'rganadi, balki dunyoqarashini kengaytiradi.

Kichik yoshdagi til o'rganuvchilarning tinglab tushunish, fikrini bayon etish kabi ko'nikmalarini rivojlantirishda o'yinning o'rni beqiyosdir. O'yinlarni real voqeliklar bilan bog'lab tashkil etish samarali bo'lib, til o'rganuvchi kundalik hayotda uchraydigan voqea- hodisalarga ko'proq qiziqadi. Ular o'z dunyoqarashi va qiziqishlaridan kelib chiqib munosabat bildiradi.

"Bilim olishning erta-kechi yo'q", degan hikmatni shior qilib olgan insonlar doimo izlanishdalar. Har bir sohada o'zlarini sinab ko'rishga intilishadi. Til o'rganish ham ularning nazaridan chetda qolayotgani yo'q. Bu katta yoshdagi o'rganuvchilar ham til o'rganishda yaxshi natijalarga erishishmoqda. Lekin kichik yoshdagi o'rganuvchilar bilan taqqoslaganda bularning imkoniyat darajasi kamroq. To'g'ri, mamlakatimizda bugungi kunda til o'rganishga juda katta imkoniyatlar yaratilyapti. Prezidentimiz tomonidan ham aynan shu mavzuda qator farmon va qarorlar e'lon qilindi. Ommaviy-axborot vositalarida til o'rgatishga mo'ljallangan ko'plab dasturlar joriy etildi. Bularning barchasi o'rganuvchilarning Chet tilni o'zlashtirishga bo'lgan ishtiyoqini yanada oshiradi va yetarlicha qulayliklar yaratib beradi. Katta yoshdagi o'rganuvchilarning bir kamchiligi –bu tezroq muloqotga kirishish uchun gaplarning Grammatik tuzilishiga e'tibor bermay o'z nutqlarini ifoda etishlaridir. Kichik yoshdagi o'rganuvchilar tilni o'zlashtirishni bosqichma-bosqich amalga oshirishadi, Katta yoshdagilarda esa bu holat kamdan kam hollarda kuzatiladi. Ular ko'proq murakkablashgan birikmali so'zlarni yodlashni afzal ko'rishadi. Bu bilan nutqlarini chiroyli bayon etamiz deb o'ylashadi. Lekin oddiy so'zlar bilan bog'liq xatoliklarga duch kelishlari mumkinligi haqida o'ylab ko'rishmaydi. Bunday xatolar sodda, arimas bo'lishiga qaramay, ba'zi vaziyatlarda shaxsni noqulay vaziyatlarga solib qo'yishi mumkin. Yuqoridagi misollar katta yoshli o'rganuvchilarning kamchiliklarini ko'rsatadi.

Xulosa qilib shuni aytish joizki, inson yoshmi, yoshi ulug'mi, o'zini ilmga, dunyo bilimlarini o'rganishga bag'ishladimi uning qalbi, albatta, ziyoga to'ladi. U insonning kamchiliklari esa asta-sekin yo'qolib boradi, o'zi yuksaklik sari olg'a intiladi. "Insonlar o'qishdan to'xtashlari bilan fikrlashdan ham to'xtar ekanlar". Demak, ilm bizni inson bo'lib, insonligimizcha qolishimizda ahamiyati katta ekan. "Beshikdan to qabrgacha ilm izla". Bu iborani barchamiz o'zimizga shior qilib olishimiz, izlanishlardan to'xtamasligimiz darkor.

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MAIN PRINCIPLES OF ENGLISH DICTIONARY

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Annotatsiya: Maqolada ingliz tili leksikografiyasi, lug'atlarning yaratilishi, leksikografiyaning asosiy tamoyillari xususida so'z yuritilgan. Shuningdek, til tizimida leksik birliklar xususan leksema va ularning semalari haqida atroflicha fikr yuritilgan. Hamda leksikografiyaning asosiy tushunchalari haqida so'z boradi.

Annotation: The article deals with the lexicography of the English language, the creation of dictionaries, the basic principles of lexicography. There is also a detailed discussion of lexical units in the language system, especially lexemes and their semantics. The article shoes main concepts of lexicography.

Аннотация: В статье рассматривается лексикография английского языка, создание словарей, основные принципы лексикографии. Также подробно рассматриваются лексические единицы в языковой системе, особенно лексемы и их семантика. И основные принцип лексикографии.

Kalit so'zlar: Leksikografiya, lug'at, til, til tizimi, leksema, sema, semantik maydon,

leksikografik tamoyil va hok.

Keywords: Lexicography, dictionary, language, language system, lexeme, sema, semantic field, lexicographic principle, etc.

Ключевые слова: лексикография, словарь, язык, языковая система, лексема, сема, семантическое поле, лексикографический принцип и др.

In 1598, an Italian–English dictionary by [redacted] was published. It was the first English dictionary to use quotations ("illustrations") to give meaning to the word; in none of these dictionaries so far were there any actual definitions of words. This was to change, to a small extent, in schoolmaster Robert Cawdrey's *Table Alphabeticall*, published in 1604. Though it contained only 2,449 words, and no word beginning with the letters W, X, or Y, this was the first monolingual English dictionary. Several more dictionaries followed: in Latin, English, French and Italian. Benjamin Martin's *Lingua Britannica Reformata* (1749) and Ainsworth's *Thesaurus Linguae Latinae* (1737)³⁶ are both significant, in that they define entries in separate senses, or aspects, of the word. In English (among others), John Cowell's *Interpreter*, a law dictionary, was published in 1607, Edward Phillips' *The new world of English words* came out in 1658 and a dictionary of 40,000 words had been prepared in 1721 by Nathan Bailey, though none was as comprehensive in breadth or style as Johnson's. The problem with these dictionaries was that they tended to be little more than poorly organised and poorly researched glossaries of "hard words": words that were technical, foreign, obscure or antiquated. But perhaps the greatest single fault of these early lexicographers was, as historian Henry Hitchings put it, that they "failed to give sufficient sense of [the English] language as it appeared in use."³⁷ In that sense Dr. Johnson's dictionary was the first to comprehensively document the English lexicon and promulgate the decrees of custom, who has so long possessed whether by right or by usurpation, the sovereignty of words. From the beginning there was universal appreciation not only of the content of the Dictionary but also of Johnson's achievement in single-handedly creating it: "When Boswell came to this part of Johnson's life, more than three decades later, he pronounced that 'the world contemplated with wonder so stupendous a work achieved by one man, while other countries had thought such undertakings fit only for whole academies. The Dictionary was considered, from the moment of its inception, to be Johnson's, and from the time of its completion it was Johnson's Dictionary—his book and his property, his monument, his memorial. In scientific research materials have five principles inherent in modern linguistic theory that are of immediate relevance to systematic lexicography and may help to bridge the gap between the two:

- 1) The reconstruction of the "native " (language) picture of the world, or the pattern of conceptualizations underlying lexical and grammatical meanings of the given language.
- 2) The unification of grammatical and lexicological studies within what may be called an integrated linguistic description, or a fully coordinated description of dictionary and grammar. Such a description requires that grammatical rules should be geared to the entries of an "integrated dictionary" and that the entries of such a dictionary should be sensitive to grammatical rules
- 3) The search for systematicity in lexicon as manifested in various classes of lexemes - lexicographic types, lexico-semantic paradigms, regular polysemy, and the like (a breakthrough into lexical macrocosm) .
- 4) The emphasis on meticulous studies of separate word senses in all of their linguistically relevant properties (a breakthrough into lexical microcosm, or "lexicographic portrayal"; a good example is Fillmore and Atkins 1992).

5) The formulation of rules governing the interaction of lexical and grammatical meanings in the texts (the so-called projection rules, semantic function rules and the like). Below we shall briefly outline each of the five principles. The first principle of one of the most fascinating manifestations of a specific "world-view" are the so-called obligatory meanings, i. e. meanings which a certain language forces its speakers to express no matter whether they are important for the essence of their messages or not . After F. Boas and R. Jakobson it has become customary to oppose grammatical and lexical meanings as obligatory and non-obligatory. Grammatical meanings, e.g., number in English substantives, are claimed to be obligatory in the sense that they must be expressed every time when the speaker uses the respective part of speech. For example, in the phrase Telephone is a useful invention the noun telephone is used in the singular, although quantity is absolutely immaterial for the essence of the speaker's thought. What is actually spoken of is not the number of concrete objects, but a certain technical way of conveying messages. By contrast, lexical meanings were presumed to be optional in the sense that they are expressed only when there is actual communicative need for them. Research of the last decades has shown that the opposition of grammatical positions.

Second principles of every complete linguistic description are ultimately made up of a grammar and a dictionary. It is reasonable to expect that these two-documents should be mutually adjusted to each other, i. e. coordinated with regard to the types of information included and the formal devices used to record them. Unfortunately, up till quite recently these natural principles have not been clearly formulated, much less

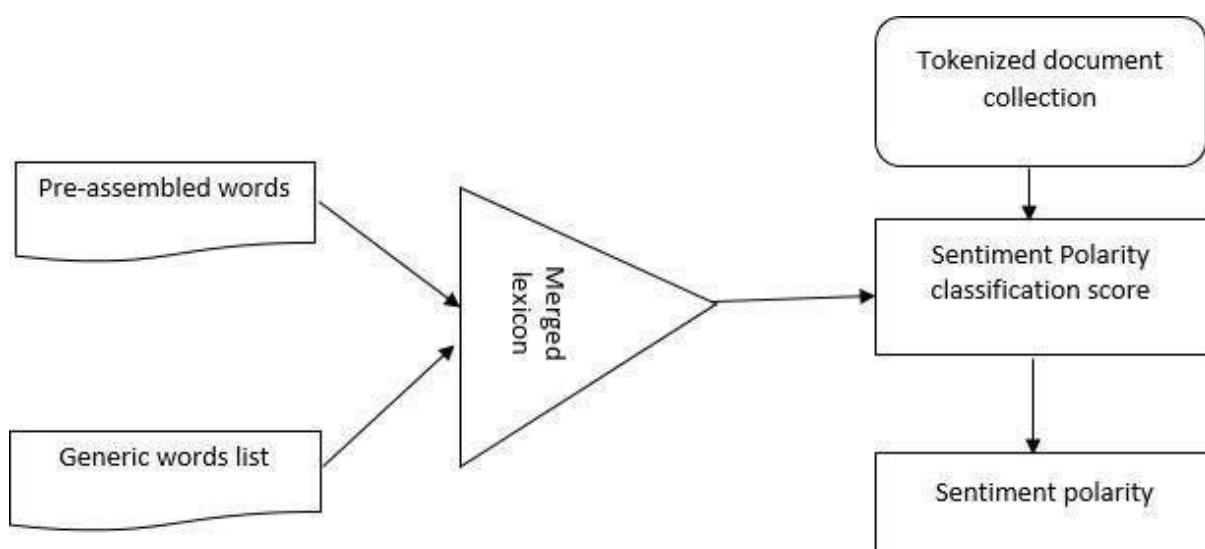
adhered to. Originally dictionaries and grammars were produced by different people. The result was basically discordant grammars and dictionaries that did not give a coherent picture of the language at large.

3. Lexical classes includes that: lexicographic types, lexico-semantic paradigms. In dictionaries glosses are given the form of lexeme. The lexeme's mean is a basic lexical unit of a language consisting of one word or several words, the elements of which do not separately convey the meaning of the whole³⁷. It is a basic abstract unit of meaning, a unit of morphological analysis in linguistics that roughly corresponds to a set of forms taken by a single root word. For example, in English, run, runs, ran and running are forms of the same lexeme, which can be represented as run³⁸. In scheme that given in picture.

³⁷ <https://en.wikipedia.org>

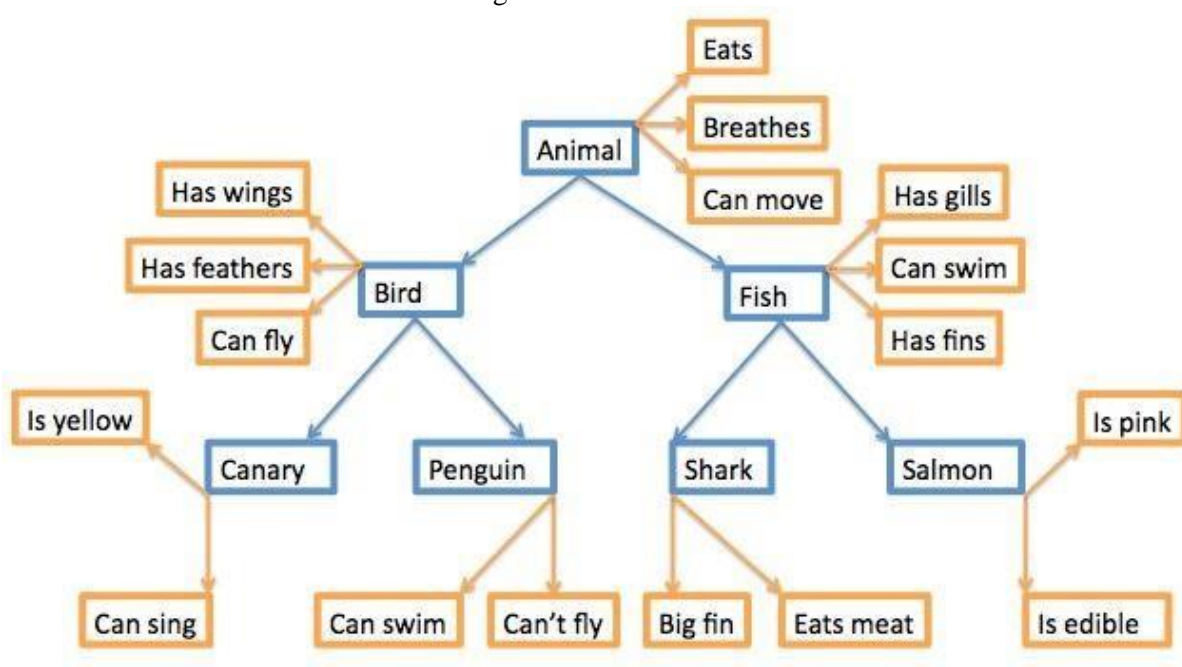
³⁸ <https://en.wikipedia.org/> oxford dictionary// online version

³⁹ Apresjan, Juri, 2000. Systematic lexicography. Oxford: Oxford University Press. 304 p.



¹ Juri D. Apresjan Principles of Systematic Lexicography .Russian Language Institute, Moscow, Russia

English has lexeme semantics not only in English but in all languages. Semantics, in turn, create a semantic field. This is shown in detail in the diagram.



(English: adapted from the hierarchical model of Collins and quillian. 1969)

That shown from picture the lexeme of a bird contains such semantics as "flying", "feather", and "wings", while the penguin lexeme contains all semantics except the ability to fly. The lexeme of a bird contains such semantics as "flying", "feather", and "wings", while the penguin lexeme contains all semantics except the ability to fly.

The fourth principle is to follow up the example considered in the preceding section, it should be noted that not all of the actives and not all of the putative can be expected to display the prototypical properties of those two lexicographic types. For instance, the verb to think (that P), which is a close synonym of to believe and to consider, can be used in the progressive tenses, especially when it is conjoined with a genuinely actional verb: *As I lay down thinking that my book was quite close to completion, I heard the phone ring.* Neither to believe, nor to consider can replace to think in such contexts.

Last principle of interaction of meanings in the texts. that the same kind of ambiguity is inherent in such English phrases as a good review and the like: a review is a description accompanied by an evaluation, and the adjective good can have for its scope either the actional or the evaluative component in the semantic structure of this noun, yielding the two interpretations under consideration. Attention to meaning interaction of various language units in the texts is thus the last important principle of systematic lexicography,

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INGLIZ TILIDA QO'SHMA SO'ZLAR VA ULARNING TURLARI

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Annotatsiya. Mazkur maqolada ingliztilida qo'shma so'zlar, ularning turlari, komponentlari, metofarik va semantic xususiyatlari haqida mulohazalar yuritildi va ularni misollar bilan yaqqol ochib berildi.

Kalit so'zlar: ingliz, qo'shma so'zlar, turlari, endosentrik, ekzosentrik, kopulativ, appozitiv, morfema.

Сложные слова в английском языке и их виды

Аннотация. В данной статье рассматриваются сложные слова в английском языке, их виды, компоненты, метофарные и семантические признаки, а также иллюстрируются примерами.

Ключевые слова: английский язык, сложные слова, типы, эндоцентрические, экзоцентрические, копулятивные, аппозитивные, морфемы.

Compound words in English and their types

Annotation. This article discusses compound words in the English language, their types, components, metaphorical and semantic features, and is also illustrated with examples.

Key words: English, compound words, types, endocentric, exocentric, copulative, appositive, morphemes.

Ingliz tilida ham boshqa tillardagi kabi ikki yoki undan ortiq so'z yoki komponentlardan iborat bo'lgan va albatta qo'shib yoziladigan til birliklariga qo'shma so'z deb aytiladi. Ingliz olimi Jaspersen qo'shma so'zlarni quyidagicha ta'riflaydi: "Qo'shma so'zlar ikki yoki undan ortiq so'zlarning birikuvidan hosil bo'lib, yaxlit bir so'z yoki birlik sifatida qo'llana oladigan til vositasidir". Ingliz tilida eng ko'p ishlatiladigan qo'shma so'z turlari qo'shma otlar(cheeseburger), qo'shma sifatlar(red-hot temper), va qo'shma fe'llar(waterproof the deck). Qo'shma so'zlarni yozilishi bo'yicha qoidalar aniq emas. Ularni uch guruhga bo'lib o'rgansak bo'ladi: Birinchisi, qo'shib yoziladigan qo'shma so'zlar (blackboard, classmate, sunflower va boshqalar), ikkinchisi, chiziqcha bilan yoziladigan o'shma so'zlar (brother –in-law, air-conditioned, do-it-yourself, life-threatening va boshqalar) Uchinchi esa ajratib yoziladigan qo'shma so'zlar (soccer stadium, parking lot, hot dog, air conditioner, handwritten notebook va boshqalar).

Quyida ingliz tilidagi qo'shma so'zlar qatnashgan misollarni keltiramiz:

"As the car pulled into the parking lot, Kenny Dennard whipped a snowball right at the windshield."

On Sunday afternoons in the summer, my grandfather and I enjoyed eating hot dogs at the ballpark.

Ko'rib turganingizdek ajratib yozilgan so'zlar ingliz tilidagi qo'shma so'zlar hisoblanadi.

Ingliz tilida qo'shma so'zlarning morfologik xususiyatlari mavjud. Odatda qo'shma so'zda asosiy ma'no anglatuvchi qism bo'lishi zarur. Bunday asosiy ma'no beruvchi qismni hokim so'z deb ham ataymiz va u ko'pincha ingliz tilida o'ng tomonda, qo'shma so'zning ikkinchi qismida keladi. Masalan, bellBOY, spinDRY, inTO, va boshqalar. (Ammo bu ta'rif hamma tillar uchun ham xos emas.)

Agar qo'shma so'zlarni yozishda keyingi satrga o'tib yozishga to'g'ri kelsa, uning ma'no anglatadigan