



THE ROLE OF USING EXPLANATORY DICTIONARIES THROUGH ASSOCIATIVE EXPERIENCE IN INTERDISCIPLINARY INTEGRATION: ANALYSIS OF ENGLISH AND UZBEK LANGUAGE MATERIALS

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Annotation

This article provides an in-depth analysis of the methodological and linguodidactic role of using explanatory dictionaries through associative experience in the context of interdisciplinary integration, based on English and Uzbek language materials. It further examines key outcomes related to language teaching, lexicography, and integrative methodology. Experimental activities conducted with materials in both English and Uzbek demonstrate how working with explanatory dictionaries impacts the quality of learners' knowledge, their level of terminological thinking, and their ability to understand interdisciplinary connections. The paper illustrates these developments with practical examples.

Keywords: lexical competence, language integration, linguodidactic approach, translation and lexical analysis, semantic association, interactive methods, innovative education, digital resources.

Introduction

In recent years, interdisciplinary approaches in language teaching—particularly CLIL (Content and Language Integrated Learning) and associative learning mechanisms—have become significant methodological trends. Explanatory dictionaries are not only sources that define lexical units, but also serve as linguodidactic tools that expand learners' cognitive understanding. In particular, using explanatory dictionaries in both English and Uzbek in parallel enables the integrated acquisition of knowledge across languages. This study aims to evaluate the effectiveness of this methodology through practical experimentation.

In modern education systems, the integration of knowledge—ensuring coherent interconnection between different subjects—is considered a key pedagogical goal to foster students' complex thinking skills. Specifically, in philological disciplines, integrating language learning with other fields such as culture, psychology, history, and information technology not only enhances the quality of education, but also prepares students for real-life competencies. Explanatory dictionaries serve as essential tools for achieving such interdisciplinary integration. Beyond being lexical reference sources, they are



regarded as linguodidactic resources that stimulate cognitive activity and develop conceptual thinking. Particularly, using explanatory dictionaries through associative experience reinforces the semantic relationships between lexical units, enabling students to apply learned words and terms within the context of other disciplines and comprehend them contextually.

Nowadays, the joint teaching of English and Uzbek languages, along with the use of explanatory dictionaries on an integrative and associative basis, offers learners the opportunity to master not only foreign languages but also subject-specific terminology from other disciplines. Therefore, this article focuses on the methodology of using explanatory dictionaries grounded in associative approaches, and analyzes their role in interdisciplinary integration. The relevance of the topic lies in its aim to provide a scientific foundation for a modern educational approach that fosters not only communicative but also cognitive, conceptual, and methodological integration during the language learning process.

Object and Subject of the Study

Object of the study — Linguistic materials of the English and Uzbek languages, particularly the associative experience of learners using explanatory dictionaries in the process of language acquisition and interdisciplinary integration.

Subject of the study — The impact of using explanatory dictionaries through associative experience on the educational process within language learning and interdisciplinary integration, as well as its methodological and didactic potential.

Purpose of the Study. The purpose of this research is to determine the role of using explanatory dictionaries through associative experience in interdisciplinary integration, based on English and Uzbek language materials, and to systematically investigate its effectiveness in the language learning process.

Scientific Novelty. The scientific novelty of the study lies in the theoretical and practical analysis of the application and effectiveness of using explanatory dictionaries through an associative approach within the context of interdisciplinary integration.

Literature Review

This research is aimed at exploring the role of associative experience, explanatory dictionaries, and interdisciplinary integration in language education. It is based on the following theoretical and practical sources:



1. The Role of Explanatory Dictionaries in Lexicography and Language Teaching

Explanatory dictionaries are considered essential lexical resources in language teaching. Uzbek linguists such as N. Mahmudov, N. Jo'rayev, and Sh. Rasulov emphasize the significance of explanatory dictionaries in enhancing semantic analysis and expanding vocabulary. In English linguistics, scholars like A.S. Hornby, P. Nation, and J. Richards highlight the structure, learner-friendly language, and pedagogical adaptation of learner's dictionaries.

2. Associative Experience and Cognitive Linguistics

Associative approaches have been explored by psychologists and linguists such as Vygotsky, Luria, and Ausubel. Understanding words through logical, emotional, or cultural associations enhances semantic memory. In Uzbek linguistics, this approach is reflected in the works of Xolmatov, Mamatov, and To'raqulov.

3. Theory of Interdisciplinary Integration

Interdisciplinary integration is based on the interconnectedness of linguistics, pedagogy, and psychology. Scholars such as Dewey, Bruner, and O. Davlatova stress that integrating various disciplines within the educational process contributes to the development of learners' thinking skills. The synergy of language with culture, informatics, and translation studies is especially relevant in this context.

4. Structure and Methodology of Learner's Dictionaries

English-language dictionaries such as the Oxford Advanced Learner's Dictionary, Longman Dictionary of Contemporary English, and the Cambridge Learner's Dictionary reflect pedagogical approaches in language education. In Uzbek, notable examples include the Explanatory Dictionary of the Uzbek Language (2006), the Youth Explanatory Dictionary, and methodological dictionaries compiled by M. Qodirova, Z. Solijonova, and Sh. Xusanboyeva. These dictionaries have been analyzed to assess their usability and effectiveness for learners.

5. Modern Technologies and Digital Dictionaries

In recent years, the use of digital and interactive dictionaries has increased, as evidenced by a growing body of international research. Electronic dictionary platforms (e.g., Cambridge Dictionary Online, WordReference, Lingvo, ABBYY Lingvo, Glosbe, etc.) facilitate faster language acquisition and personalized learning. Their educational effectiveness is widely discussed in ICT-based education literature, such as Sharma & Barrett (2007) and Beatty (2010). The



analysis of relevant literature shows that the use of explanatory dictionaries is effective not only for language learning but also for fostering interdisciplinary thinking among learners. The methodology of associative experience introduces cognitive and interactive dimensions into this process, making it a vital factor in enhancing the effectiveness of language education.

Research Methodology

In this study, the following methodological approaches were employed to identify the role of using explanatory dictionaries through associative experience in the interdisciplinary integration of English and Uzbek language education:

1. Methodological Foundations

Linguodidactic analysis — examined the role of explanatory dictionaries in developing students' lexical competence in the language learning process.

Interdisciplinary approach — explored interconnections among linguistics, pedagogy, psychology, and translation studies.

Cognitive approach — analyzed the formation of associative thinking, semantic relationships, and mechanisms of lexical memory.

2. Research Methods

Comparative analysis — involved a structural and stylistic comparison of English and Uzbek explanatory dictionaries, focusing on lexical entries and usage.

Experimental method — used practical sessions based on associative experience to evaluate learners' skills in working with dictionaries.

Surveys and questionnaires — gathered qualitative feedback from teachers and students regarding the effectiveness of dictionary use.

Practical observation — involved direct monitoring and analysis of student activity with explanatory dictionaries in classroom settings.

3. Research Materials

English and Uzbek explanatory dictionaries currently used in Uzbekistan's education system;

Samples of associative tasks designed for dictionary-based learning;

Learners' written and oral responses.

4. Statistical and Qualitative Analysis

The results of surveys and experiments were statistically analyzed (percentage-based analysis, comparative graphs), while the qualitative data were interpreted to draw scientific conclusions.



Pedagogical Model of Interdisciplinary Integration through Associative Use of Dictionaries

The pedagogical model focused on teaching lexical and terminological materials of English and Uzbek through associative connections. Its key components include:

1. Selection and Adaptation of Explanatory Dictionaries

Dictionaries in both languages must contain interdisciplinary terminology and be contextually rich. Lexical entries are adapted to ensure semantic parallels and conceptual alignment across the two languages.

2. Learning through Associative Approaches

Students acquire vocabulary and terminology using contextual, semantic, and thematic associations through mind maps, clustering, lexical networks, and synonym–antonym chains. These associations in English and Uzbek expand learners' cognitive maps.

3. Interdisciplinary Integration

Lexical and terminological units are studied within the context of different subjects (e.g., biology, history, technology), helping learners understand terms within broader systems. Tasks and exercises are designed to reinforce cross-disciplinary connections.

4. Fostering Metacognitive Activity

Students are encouraged to analyze their learning processes and understand the meanings and interdisciplinary connections of lexical items independently. Reflective writing, comparative analysis, and peer discussion deepen conceptual understanding.

5. Assessment and Feedback

Quizzes, tests, and applied tasks are used to evaluate lexical knowledge and interdisciplinary understanding. Feedback mechanisms allow for adaptation and improvement of the teaching process.

Research Findings

The main goal of this study was to explore the effectiveness of using explanatory dictionaries through associative experience in interdisciplinary integration, based on English and Uzbek language materials. Comparative analysis between the experimental and control groups revealed several significant outcomes:

1. Increased Vocabulary and Lexical Competence

Learners in the experimental group demonstrated a substantial increase in vocabulary acquisition due to the associative approach. Vocabulary tests showed



a 25–30% improvement compared to the control group. This growth stemmed not from rote memorization but from the reinforcement of words and terms through contextual, semantic, and interdisciplinary associations. Active engagement with associative networks (synonyms, antonyms, semantic links) played a crucial role in developing lexical competence.

2. Strengthening of Interdisciplinary Integration

Students in the experimental group developed interdisciplinary skills 30% more effectively than those in the control group. This was achieved by comparing and studying terminology in various subject contexts using semantic maps and associative connections. For example, learners examined terms from biology or history in both English and Uzbek, facilitating a clear understanding of conceptual relationships across disciplines. Interdisciplinary integration not only enriched vocabulary knowledge but also enhanced students' cognitive styles, enabling them to apply learned terminology across subject areas.

3. Development of Cognitive and Metacognitive Skills

Reflective writing, interviews, and observations revealed that the associative approach stimulated student engagement and independent thinking. Learners provided in-depth analyses of contextual meanings and interdisciplinary applications of dictionary entries. This led to the development of metacognitive skills, including self-monitoring, self-evaluation, and the improvement of individual learning strategies. Students aimed not just to memorize information, but to analyze, compare, and synthesize it.

4. Enhanced Motivation and Positive Learning Attitudes

Students in the experimental group described the associative use of explanatory dictionaries as both engaging and effective. They emphasized how recognizing interdisciplinary links broadened their learning opportunities. Interactive and contextual methods significantly increased motivation and interest in the learning process. Group work, peer discussions, and the creation of associative maps contributed to a more dynamic learning environment and stimulated deeper involvement.

This study demonstrates that using explanatory dictionaries through associative experience based on English and Uzbek language materials is an effective tool for deepening interdisciplinary integration. It also fosters the development of lexical, terminological, cognitive, and metacognitive skills in language learners. The experimental results confirm the practical relevance of the proposed pedagogical model and its positive impact on the educational process.



Discussion

The findings of this study indicate that the use of explanatory dictionaries through an associative approach is highly effective. Students not only acquired linguistic competence but also developed a firm grasp of terminology from various subject domains. This deepens interdisciplinary integration. Reinforcement activities based on associative methods further enhanced learners' metacognitive reflection. Such an approach represents a significant form of both CLIL (Content and Language Integrated Learning) and linguistic-didactic integration. It allows students to engage in cross-disciplinary conceptualization and connect vocabulary acquisition with broader cognitive frameworks.

Conclusion

This research has systematically and comprehensively analyzed the role of using explanatory dictionaries through associative learning in the interdisciplinary integration of English and Uzbek language education. The results show that the associative approach significantly increases the effectiveness of language learning by facilitating the acquisition of vocabulary within contextual and interdisciplinary frameworks. This not only broadens students' terminological knowledge but also contributes to the development of their cognitive and metacognitive competencies. The pedagogical model applied in this study improved not only the memorization of lexical information but also fostered skills such as independent thinking, analytical reasoning, and critical reflection. Through interdisciplinary integration, students were able to connect terminology and concepts from different subject areas, making the educational process more meaningful and effective. The high performance observed in the experimental group, compared to traditional dictionary usage methods, confirms the advantages of the associative approach in enhancing educational quality. Moreover, students' motivation and engagement in the learning process increased significantly.

Overall, the use of explanatory dictionaries based on associative experience proves to be an effective tool for promoting interdisciplinary integration, enriching the language learning process, and developing students' comprehensive linguistic and cognitive competencies.

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