

Educational Dictionaries and Kinship Terms in Uzbek: Lexicographic Practices and Modern Approaches

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Abstract:

This article examines the interpretation and representation of kinship terms within the framework of educational lexicography, with particular attention to the Uzbek language. It highlights the cultural significance of kinship in Uzbek society and underscores the necessity of incorporating these terms into educational dictionaries to support linguistic and cultural literacy. The study provides an overview of the historical development and current state of educational lexicography in Uzbekistan, referencing various types of learner oriented dictionaries, including those focused on synonyms, antonyms, word formation, and obsolete vocabulary. Key functional and methodological features of educational dictionaries such as their didactic objectives, informative roles, and relevance to applied linguistics are discussed. Specific recommendations for compiling kinship related entries are proposed, including the use of the Latin script, tabular organization, inclusion of historical and archaic terms, and the provision of etymological, dialectal, and synonymous information. The article places special emphasis on the development of electronic versions of educational dictionaries, particularly mobile and PC-based applications. These digital tools are envisioned with user friendly interfaces, voice search functions, and automatic spelling correction, reflecting contemporary needs in language education and the preservation of cultural heritage.

Keywords: *definicion dictionary educational dictionary ethnic-kinship terms electronic dictionary translation dictionary etymology ducational lexicography dictionary compilation applied linguistics electronic dictionaries lexical variation dialectal vocabulary historical lexemes instructional tools lexicographic principles*

1. INTRODUCTION

In the field of linguistics, practical research increasingly emphasizes the cultivation of individuals with advanced speech and communication competence. This includes the development of oral and written literacy, as well as the capacity to express thoughts clearly, coherently, and effectively. Such goals are not only linguistic in nature but also deeply rooted in educational philosophy, where the primary objective is to foster communicative proficiency across diverse contexts. Within this framework, one of the most practical and impactful applications of linguistic research has been the creation and refinement of educational dictionaries, which serve as essential tools in language learning and teaching.

The development of instructional or learner oriented dictionaries is currently among the most pressing concerns in modern lexicography. These dictionaries are constructed with the express purpose of supporting language acquisition, vocabulary development, and standard language use among students, educators, and specialists. Interestingly, a conceptual hierarchy has emerged in which general dictionaries are said to be built upon the pedagogical principles and lexicographic practices established in educational dictionaries. Conversely, educational dictionaries are not necessarily derived from general-purpose lexicons, highlighting the distinct orientation and structure of the educational lexicography genre.

A commonly suggested developmental pathway for dictionary evolution within lexicology follows the sequence: bilingual translation dictionaries → general dictionaries → modern educational dictionaries → electronic dictionaries. This progression reflects the increasing functional specialization, user orientation, and technological integration of dictionary forms over time. Each stage represents a shift toward greater accessibility, didactic effectiveness, and responsiveness to learner needs.

Educational lexicography, as a prominent branch of applied lexicography, occupies a unique interdisciplinary space, situated at the intersection of lexicology, pedagogy, and applied linguistics. Its distinguishing feature lies in its user centered approach it is explicitly designed for learners rather than experts. As such, its methods, structures, and content

are tailored to align with educational goals, linguistic competence levels, and cognitive development stages

of target users.

The history of educational lexicography has been extensively explored in both Russian and European linguistics. Scholars in these traditions trace the origins of this subfield to the pioneering works of early lexicographers. In particular, English language lexicography identifies Samuel Johnson author of the 1755 *A Dictionary of the English Language* as a foundational figure, whose work marks a critical point in the formalization of lexicographic methodology. In French and Spanish linguistic traditions, scholars such as J. Dubois, K. Dubois, G. Matore, K. Buck, and Y. Malkil significantly contributed to the theoretical and practical development of educational dictionaries during the 18th and 19th centuries.

In the context of Uzbek lexicography, an important milestone was the publication of *Kratkiy Russko-Uzbekskiy slovar* (Short Russian-Uzbek Dictionary), in which Russian linguist and orientalist E.D. Polivanov first introduced the term "educational dictionary" in relation to Uzbek-Russian bilingual dictionary making. This marked the beginning of a localized tradition of educational lexicography, which would later evolve and diversify in form and function ranging from dictionaries of synonyms and antonyms to those dealing with word formation, obsolete vocabulary, and kinship terminology.

Thus, educational dictionaries, as products of both linguistic insight and pedagogical intention, represent a critical link between language theory and real world language use. Their continued development particularly through digital and electronic formats ensures that they remain relevant and accessible in the context of 21st-century education.

2. LITERATURE REVIEW AND METHODOLOGY

Language is a structured system composed of thousands of symbols and characters that follow specific patterns of arrangement and connection. These symbols, beyond their mere alphabetic representation, form the building blocks of meaning words or lexemes which, in turn, serve as the foundation for more complex structures such as phrases and sentences. From a linguistic perspective, these symbol chains are not arbitrary; rather, they are governed by syntactic, morphological, and semantic rules of construction.

In the context of lexicographic research, particularly in educational lexicography, these foundational linguistic units are critically important. Educational dictionaries are specifically designed with user centered principles, meaning that the age, cognitive development, and educational level of the learner are carefully considered in the process of dictionary compilation. Initially intended for children, educational dictionaries have now evolved to serve a broader audience, including high school and university students, teachers, subject specialists, and professional learners in technical fields. The literature reveals a diverse range of educational dictionary types, including those focused on customs terminology, collocations, orthoepic norms for pronunciation, educational process management, author-specific vocabulary of 20th century literature, and digital applications for computers and mobile platforms. These innovations reflect a growing global interest especially among Russian and international scholars in creating dictionaries that go beyond

basic word definitions to serve as comprehensive instructional tools.

Methodologically, this study draws upon descriptive and evaluative approaches to trace the evolution of Uzbek educational lexicography. Up to the end of the 19th century, Uzbek lexicography was primarily monolingual, serving native speakers through single language educational resources. However, the late 19th and early 20th centuries saw the emergence of bilingual educational dictionaries, with a particular emphasis on Uzbek-Russian and Russian-Uzbek combinations. These resources were instrumental in shaping the bilingual literacy of learners during and after the colonial period.

Following Uzbekistan's independence, a new wave of educational lexicographic projects emerged, aimed at systematizing and standardizing the Uzbek language in the context of modern education. Notable among these efforts are:

O'zbek tilining so'z tarkibi o'quv lug'ati (Educational Dictionary of Word Composition in the Uzbek Language) by B.R. Mengliyev and B.M. Bahriddinova (2006–2008)

O'zbek tilining ma'nodosh so'zlar o'quv lug'ati (Educational Dictionary of Synonyms in the Uzbek Language) by

O. Shukurov and B. Bahriddinova (2006–2008)

O'zbek tilining so'z yasalishi o'quv lug'ati (Educational Dictionary of Word Formation) by B.R. Mengliyev, B.M. Bahriddinova, and O. Kholovliyev (2006–2008)

O'zbek tilining zid ma'noli so'zlar o'quv lug'ati (Educational Dictionary of Antonyms) by U. Torayeva and D. Shodmonova (2006–2008)

Educational Dictionary of Gradational Words by U. Torayeva and D. Shodmonova (2006–2008)

O'zbek tili toponimlarining o'quv izohli lug'ati (Educational Explanatory Dictionary of Toponyms) by T. Nafasov and V. Nafasova (2006–2008)

O'zbek tilining shakldosh so'zlar o'quv lug'ati (Educational Dictionary of Homonyms) by H. Suvonova and G. Turdiyeva (2006–2008)

O'zbek tilining eskirgan so'zlar o'quv lug'ati (Educational Dictionary of Obsolete Words) by H. Norhojayeva (2006–2008) O'zbek tili sinonimlarining o'quv lug'ati (Educational Dictionary of Synonyms) by H. Dadaboyev, M. Abjalova, and U. Rashidova

O'zbek tilining o'quv imlo lug'ati (Educational Spelling Dictionary) by A.F. Madvaliyev, Y.R. Odilov, and A.K. Saidnomanov

These works are not only significant from a lexicographic standpoint but also from a pedagogical perspective, as they represent a structured effort to modernize and systematize Uzbek vocabulary for educational use. The methodology underlying this article thus incorporates a dual focus: a historical review of the literature on educational dictionary compilation and a descriptive evaluation of current Uzbek language resources, highlighting innovations and ongoing challenges in the field.

3. DISCUSSION AND RESULTS

According to linguist B. Bahridinova's dissertation, which investigates the scientific and theoretical foundations of Uzbek educational lexicography, educational dictionaries possess a set of defining characteristics that distinguish them from general lexicons. These include:

Clarifying the core functions of educational dictionaries namely, their instructional, informational, language acquisition, standardization, and descriptive purposes;

Investigating the development and diversification of educational dictionaries within the Uzbek language, and substantiating their evolution based on empirical and theoretical grounds;

Emphasizing the integration of educational vocabulary with practical sciences, thereby ensuring its applicability in pedagogical settings;

Analyzing the gradual development, achievements, and challenges of educational vocabulary in the context of Turkic and European languages;

Defining the historical phases, current status, and future directions of Uzbek educational lexicography.

A primary aim of educational dictionaries is to reflect the core lexical system of a language while serving as a discipline specific learning tool to enhance students' linguistic competence and domain-specific knowledge. As noted in the literature, an effective bilingual or instructional dictionary cannot rely solely on lexical equivalence; it must also consider the morphological and structural features of both source and target languages. Hence, the compilation of educational translation dictionaries must adopt comprehensive lexicographic models that incorporate grammatical, semantic, and cultural information.

Within this context, the inclusion of kinship terms in educational dictionaries plays a critical role. Their inclusion is justified by several key factors:

They provide essential support for the description and classification of ethnic and familial relationships;

They serve as pedagogical tools in native language instruction at various levels of education;

They contribute to the creation of vocabulary databases for electronic and mobile dictionaries; They offer etymological data for academic linguistic research;

They assist in distinguishing between active and archaic lexical units;

They enhance learners' ability to expand their vocabulary and understand social and familial structures within the language.

Educational dictionaries vary in size and scope, typically falling into two categories: Medium sized dictionaries, which offer broader lexical coverage;

Small scale dictionaries, which focus on core or specialized vocabulary for targeted learning.

As the lexical inventory of educational dictionaries expands, their function increasingly overlaps with that of academic reference works. For example, in the six volume Definition Dictionary of the Uzbek Language, only

137 kinship related terms are recorded, representing approximately 0.001 % of the total lexical entries.

This underrepresentation points to the need for more systematic inclusion of kinship terminology in future educational resources.

From a morphosemantic perspective, the lexical semantic nature of a word is closely connected to its derivational structure. Words that end with certain suffixes often indicate category membership (e.g., noun/adjective), and these morphological patterns can signal identity, relationship, or social function. Therefore, it is essential that each inflected or derived form of a kinship term be documented when compiling educational dictionaries to preserve semantic depth and morphological transparency.

To this end, the following principles are recommended for the inclusion of kinship terms in educational dictionaries:

Alphabetical arrangement based on the Latin script, as these dictionaries are primarily intended for students and the educational system;

Tabular organization of entries:

First column: kinship term

Second column: language of origin (e.g., Arabic, Persian, Turkic) Third column: definition and contextual explanation

This structural format ensures consistency, readability, and ease of access for users, especially learners at the school and university level.

1. Including historicisms and archaisms in the dictionary for specific purposes

Term	Origin	Definition
Ayol (woman)	Arabic	Umuman erkakka qarama-qarshi jinsdagi shaxs; xotin; shunday jinsdagi yetuk yoshdagi shaxs (qizga nisbatan); xotin, rafiqa (erga nisbatan). The gender opposite to masculine, feminine gender; wife.
Amma (father's sister - aunt)	Arabic	Otaing opasi yoki singlisi (jiyanlarga nisbatan). Katta amma. Kichik amma. Father's sister
Beka madam	Turkic origin	tar. Bekning va umuman hukmdorlarning, boyonlarning xotini. The wife of rich patron and of rulers in general. ko'chma: Oilaga, xonadonga yoki xo'jalikka boshchilik qiluvchi ayol. ko'chma poet. Boshqaruvchi, sardor, ega, sohib
Bekach madam	Turkic origin	historical. Bekning va umuman hukmdorlarning, boyonlarning xotini yoki qizi. The wife or daughter of a rich patron or ruler. esk. Xotin-qizlarga hurmat bilan murojaat qilishda ishlatilgan so'z.

2. Including old literary and dialect words in the dictionary, taking into account reference to fiction

Term	Origin	Definition
Boldiz - sister in law	Turkic origin	Dialect: Xotinning singlisi, qaynsingil - wife's sister, sister-in-law
Zavja - wife	Arabic	Archaic: Xotin, rafiqa - wife, spouse
Mankuha - wife	Arabic	Archaic: Nikohdagi xotin, shar'iy xotin, jufti halol - spouse with shariah marriage

3. List kinship-related homonyms in Roman numerals and provide definitions

Term	Origin	Definition
Bo'la I - cousin	Turkic origin	Opa-singillarning bolalari (bir-biriga nisbatan); cousin
Chaqa I - child	Turkic origin	Dialect: Bola, farzand - child

4. Include variants and synonyms of kinship terms

Term	Origin	Definition / Synonyms
Kelin – daughter in law	Turkic origin	Yangi turmushga chiqqan yoki chiqayotgan qiz; O'g'ilning xotini (qaynota yoki qaynonaga nisbatan); Ukanning xotini (aka yoki opaga nisbatan); O'zidan yosh bo'lgan qarindosh yoki yaqin kishining xotini va shu xotining murojaat. Synonyms: Kelinbeka, kelinbola, kelin-kepchik
Go'dak – infant	Turkic origin	Emadigan, ko'krakdan ajratilmagan, odatda bir yosh-gacha bola; chaqaloq; Voyaga yetmagan, ona suti og'zidan ketmagan bola, yosh bola; ko'chma Yetarli turmush tajribasiga ega bo'lmagan, xom, g'o'r odam. Synonyms: Buvak, chaqa, jujuq, sabiy, chaqaloq An infant who is still breastfed

5. Including the languages of borrowed compound words and words formed as a result of derivation

Term	Origin	Definition
Xolavachcha – cousin	Arabic + Persian	Opa-singillarning farzandlari (bir-birlariga nisbatan) – cousin
Amaki – uncle	Persian + Arabic	Otaning akasi yoki ukasi – father's brother – uncle

4. Data Availability Statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

5. Author Contributions

Mahbuba Qobilova and Kakhramon Ruziyev were the sole contributor to this work. Mahbuba Qobilova conceptualized the study, developed the theoretical framework, and contributed to data collection and analysis. Additionally, Kakhramon Ruziyev conducted a thorough review of the final manuscript, played a key role in the conceptual development, and made valuable additions. Both authors have approved the final version for submission.

6. Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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