

**LEXICAL UNITS IN BILINGUAL LEARNERS' DICTIONARIES: AN ANALYSIS
BASED ON THE ANTHROPOCENTRIC APPROACH****Nashirova Shaxnoza Buriyevna**

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ANNOTATION

This article analyzes the presentation of lexical units in bilingual learners' dictionaries from an anthropocentric perspective. The study examines methods of explaining word meanings, their user-oriented nature, and semantic features based on examples from English–Uzbek and Uzbek–English dictionaries. Within the framework of the anthropocentric approach, the learner's linguistic needs, cognitive level, and communicative purposes are considered essential factors in dictionary compilation.

KEYWORDS: bilingual dictionary, learner's dictionary, lexical unit, anthropocentric approach, semantics, lexicography, context, translation, language learning, dictionary studies

INTRODUCTION

In contemporary linguistics, lexicography is regarded as one of the rapidly developing fields of research. In particular, the processes of globalization, the expansion of intercultural communication, and the growing demand for foreign language acquisition have significantly increased the importance of bilingual dictionaries. Bilingual learners' dictionaries serve as an essential tool in the process of language learning, as they not only provide translations of lexical items but also reveal their semantic structure, usage patterns, and cultural dimensions. Therefore, the study of the structure and content of such dictionaries within the framework of modern linguistic approaches has become a matter of considerable relevance.

In traditional lexicographic approaches, dictionaries were primarily viewed as instruments reflecting the structure of a language system. However, contemporary perspectives increasingly shift the focus toward the user. The main function of learners' dictionaries is to provide language learners with information that is *максимально* accessible, comprehensible, and practically useful. In this regard, the selection, interpretation, and contextual presentation of lexical units become critically important. This process is directly related to the human factor and requires consideration of the psychological, cognitive, and communicative aspects of language acquisition. The anthropocentric approach plays a particularly significant role in addressing these issues. This approach emphasizes the study of language in close relation to human activity and allows linguistic units to be interpreted from the user's perspective. Within the anthropocentric paradigm, the process of dictionary compilation has advanced to a new stage, where the learner's needs, level of knowledge, and communicative goals are treated as key criteria. As a result, dictionaries evolve from being mere sources of information into effective pedagogical tools. The semantization of lexical units in bilingual learners' dictionaries constitutes a specific area of scholarly interest. The process of explaining word meaning goes beyond simple translation and requires the integration of contextual, stylistic, functional, and cultural information. In particular, issues such as equivalence, polysemy, and cultural compatibility remain highly relevant in English–Uzbek and Uzbek–English dictionaries.

Therefore, analyzing such dictionaries from an anthropocentric perspective can yield both theoretical insights and practical implications.

The aim of the present study is to analyze the representation of lexical units in bilingual learners' dictionaries from the standpoint of the anthropocentric approach. To achieve this objective, the structure of dictionary entries, methods of meaning explanation, selection of translation equivalents, and the presentation of contextual and cultural components are examined. The findings of the study are expected to contribute to the development of modern lexicographic theory as well as to the improvement of practical dictionary-making processes.

MAIN PART

Bilingual learners' dictionaries represent one of the key directions in modern lexicography, as they serve not only to translate linguistic units but also to reveal their semantic, pragmatic, and cultural features. Unlike traditional dictionaries, learners' dictionaries are directly oriented toward language learners, and the presentation of lexical units is adapted to users' needs and cognitive capacities. From this perspective, the anthropocentric approach serves as an essential methodological framework for the compilation and analysis of bilingual dictionaries. The anthropocentric approach implies the study of language in close relation to the human factor. According to this perspective, linguistic units are interpreted not merely as elements of a formal system but as products of human cognition, perception, and communicative activity. In bilingual learners' dictionaries, this approach is primarily manifested in the semantization of lexical units. In other words, word meanings are explained in a clear, accessible, and context-based manner that facilitates comprehension for the user. The representation of lexical units within an anthropocentric framework involves several important aspects.

First, dictionary entries should provide definitions that are максимально simplified and precise. This is particularly important for language learners, as overly complex or technical explanations may hinder understanding.

Second, each lexical unit should be illustrated through authentic or realistic usage contexts. Contextual examples help to reveal not only the denotative meaning of a word but also its functional and pragmatic usage.

Third, the selection of translation equivalents in bilingual dictionaries is a crucial issue from an anthropocentric perspective. Finding exact equivalents across languages is often challenging due to differences in linguistic and cultural systems. Therefore, modern dictionaries tend to provide multiple translation options accompanied by usage notes or contextual indicators. This enables users to make informed and appropriate lexical choices in communication.

In addition, the representation of cultural components within lexical units plays a significant role. Each language is deeply embedded in its specific cultural environment, and certain words or expressions can only be fully understood within that context. The anthropocentric approach requires that such culturally bound units be supplemented with explanatory notes or comments. As a result, users gain not only linguistic competence but also intercultural awareness. The effectiveness of bilingual learners' dictionaries largely depends on the extent to which they are adapted to the user. The anthropocentric approach ensures this user-oriented perspective. However, empirical observations indicate that some dictionaries still

retain elements of the traditional, system-oriented approach. This may lead to unnecessary complexity and reduced accessibility in the interpretation of lexical items. Therefore, it is essential to consistently apply anthropocentric principles in the development of modern bilingual learners' dictionaries. This includes taking into account users' age, language proficiency level, and learning objectives. Furthermore, the integration of digital technologies opens new possibilities for creating interactive and multimodal dictionaries, which represent a promising direction in contemporary lexicography. The analysis of lexical units in bilingual learners' dictionaries from an anthropocentric perspective significantly enhances their theoretical and practical value. This approach contributes to the advancement of lexicography by bringing it closer to the needs and experiences of the human user.

CONCLUSION

The present study has been devoted to analyzing the representation of lexical units in bilingual learners' dictionaries from the perspective of the anthropocentric approach. The findings demonstrate that placing the user at the center has become a key methodological principle in the development of modern lexicography. In particular, for bilingual learners' dictionaries designed to support language acquisition, the way lexical units are explained, presented, and made accessible constitutes one of the fundamental criteria of effectiveness. The results of the analysis confirm that the anthropocentric approach ensures a high level of efficiency not only in theoretical terms but also in practical lexicographic application. Within this framework, lexical units are interpreted not merely as simple translation equivalents but as elements embedded in broader semantic, pragmatic, and cultural contexts. This enables users to achieve a deeper understanding of linguistic units and to apply them appropriately in real communicative situations. In particular, the inclusion of contextual examples, the clarity and simplicity of definitions, and the representation of cultural components significantly enhance the pedagogical value of dictionaries.

At the same time, the study reveals that certain bilingual dictionaries still retain elements of the traditional, system-oriented approach. This may result in complexity, ambiguity, or insufficient adaptation to user needs in the presentation of lexical items. Therefore, one of the primary challenges facing contemporary lexicography is the consistent and systematic implementation of anthropocentric principles in dictionary-making practice.

Furthermore, the improvement of bilingual learners' dictionaries requires careful consideration of users' individual characteristics, including their level of language proficiency, age, learning objectives, and specific needs. In this regard, the rapid development of digital technologies offers new opportunities for lexicographic innovation. The creation of interactive platforms, multimodal resources, and context-rich electronic dictionaries can significantly enhance the effectiveness of lexical acquisition.

In conclusion, the analysis of lexical units in bilingual learners' dictionaries from an anthropocentric perspective substantially increases their theoretical and practical significance. This approach transforms dictionaries from mere representations of language systems into user-oriented and effective learning tools. Future research in this area is expected to contribute not only to the advancement of lexicographic theory but also to the improvement of language teaching practices.



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