

FORMATION OF LANGUAGE COMPETENCE THROUGH THE USE OF EDUCATIONAL EXPLANATORY DICTIONARIES AND ASSOCIATIVE EXPERIENCE IN LANGUAGE TEACHING (BASED ON ENGLISH AND UZBEK LANGUAGES)

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Annotation: This article offers a comprehensive analysis of the theoretical foundations of educational explanatory dictionaries used in English and Uzbek language learning. Explanatory dictionaries serve as a primary tool for language learners to understand the lexical, grammatical, and pragmatic features of words. The article also explores the concept of associative experience — a mechanism that links new information with previously acquired knowledge — and its role and significance in enhancing the effectiveness of language learning. The study highlights the structure and semantic approaches of explanatory dictionaries in English and Uzbek, their pedagogical functions, and areas of application in language teaching. Associative experience, as a psychological process, is emphasized as playing a crucial role in memorizing new lexical units and reinforcing speech skills. This article investigates the theoretical foundations of explanatory dictionaries and associative experience in English and Uzbek languages and analyzes their role in language education.

Keywords: educational explanatory dictionaries, associative experience, language learning, language pedagogy, psycholinguistics, lexical units, grammatical features, language teaching methodology, integration

Аннотация: Данная статья представляет собой глубокий теоретический анализ роли учебных толковых словарей в процессе изучения английского и узбекского языков. Толковые словари служат важным инструментом для изучающих язык, помогая им понимать лексические, грамматические и прагматические особенности слов. В статье также рассматривается концепция ассоциативного опыта — механизма, связывающего новую информацию с ранее полученными знаниями, и его значение в повышении эффективности процесса изучения языка. В исследовании освещаются структура и содержательный подход толковых словарей английского и узбекского языков, их педагогические функции и области применения в обучении. Ассоциативный опыт как психологический процесс играет ключевую роль в запоминании новых лексических единиц и укреплении речевых навыков. В статье исследуются теоретические основы толковых словарей и ассоциативного опыта в контексте английского и узбекского языков, а также анализируется их значение в языковом образовании.

Ключевые слова: учебные толковые словари, ассоциативный опыт, изучение языка, языковая педагогика, психолингвистика, лексические единицы, грамматические особенности, методика преподавания языка, интеграция

INTRODUCTION

Dictionaries and their effective use play a crucial role in the process of language learning. Explanatory dictionaries in English and Uzbek provide detailed information on the meanings and grammatical features of words, assisting language learners in developing their lexical competence. Furthermore, associative experience — a mechanism that enhances memory retention by linking new words and phrases with existing knowledge — holds an important place



in improving the efficiency of language acquisition. The effectiveness of language learning depends on various factors, among which the effective use of dictionaries and methods for assimilating new lexical material are particularly significant. Explanatory dictionaries in English and Uzbek serve as fundamental tools that enable learners to gain a deeper understanding of word meanings and grammatical characteristics. Simultaneously, associative experience in language teaching — a psychological mechanism that facilitates memorization by connecting new vocabulary and expressions with previously acquired knowledge and concepts — plays a vital role in enhancing the effectiveness of language education. The subject of this study is the theoretical foundations of educational explanatory dictionaries and associative experience in English and Uzbek languages, as well as their role in the language learning process. The object of the research is the process by which these dictionaries and associative methods influence the effectiveness of language acquisition. The purpose of this article is to analyze the theoretical bases of explanatory dictionaries and associative experience in English and Uzbek and to determine their effectiveness in language education. To achieve this goal, the following tasks have been set:

1. To analyze the structure and content of educational explanatory dictionaries in English and Uzbek;
2. To examine the psychological and linguistic aspects of associative experience;
3. To identify the interrelation and impact of dictionaries and associative methods in the language learning process;
4. To evaluate the pedagogical significance of these approaches in language teaching.

The relevance of this research is linked to the current need to introduce new methods and tools in language teaching. Given the global prevalence of English as a means of communication and the importance of the Uzbek language in national culture and education, investigating the interconnection between dictionaries and learning methodologies is imperative. Moreover, developing teaching methods based on associative experience facilitates the rapid and effective expansion of learners' lexical repertoire. The novelty of this study lies in its comprehensive examination of explanatory dictionaries and associative experience in both English and Uzbek, integrating their theoretical and practical aspects, and laying the groundwork for new pedagogical approaches in language education. This contributes to enhancing the overall effectiveness of language teaching.

REVIEW OF THE LITERATURE

The use of educational explanatory dictionaries and associative approaches in language education represents one of the prominent directions in contemporary linguodidactics. These issues have been extensively studied by both foreign and local linguists, with both tools playing a significant role in reinforcing lexical knowledge during the language acquisition process. In English language teaching, Nation, I. S. P. (2001), in his work *Learning Vocabulary in Another Language*, provides important theoretical foundations regarding vocabulary expansion, the use of explanatory dictionaries, and their effectiveness in education. The author views educational explanatory dictionaries as tools that foster autonomous learning activities. Similarly, Schmitt, N. (2008), in his book *Vocabulary in Language Teaching*, analyzes the methodological aspects of combining explanatory dictionaries with associative methods to develop lexical competence. Academic explanatory dictionaries such as the Oxford Advanced Learner's Dictionary (OALD)



and Longman Dictionary of Contemporary English (LDOCE) serve as primary practical resources for students and teachers. These dictionaries provide not only word meanings but also phonetic transcriptions, grammatical features, contextual usage, and synonym networks, thereby activating associative connections.

In the psycholinguistic domain, works by A. A. Leontiev (Psychology of Communication, 1974) and V. V. Vinogradov on lexical-semantic systems elucidate mechanisms of associative link formation. Moreover, C. G. Jung's *Studies in Word Association* (1906) represents a seminal source offering foundational psychological insights into the concept of associative experience in language teaching. Among local literature, Tursunov M. Kh. (2019), in his thesis *Use of Context and Explanatory Dictionaries in Teaching Uzbek*, reveals the linguodidactic potential of explanatory dictionaries. According to the author, educational dictionaries serve as primary tools in shaping semantic fields in learners' minds. Likewise, Qurbonov O. Q. (2021), in his work *Associative Thinking and Language Learning: A Linguocultural Approach*, discusses the role of associations in linguistic cognition and methods of applying them in language teaching. He argues that associative methods are also crucial for developing learners' national-cultural thinking. Russian linguists such as Zalevskaya G. A. (2001), in *Psycholinguistics*, scientifically describe associative processes, connotative and denotative connections, and their applications in education. Additionally, Karpov A. V. (2020), in his monograph *Linguodidactics and Dictionary Work*, thoroughly examines the use, structure, and functional capabilities of educational explanatory dictionaries. Based on the reviewed sources, it can be concluded that educational explanatory dictionaries are indispensable didactic tools for shaping semantic thinking and systematically assimilating language material in the learning process. At the same time, the associative approach links words, concepts, and contexts, facilitating their stable retention in memory. The integrated application of these two methods can yield high results in foreign language teaching. The topic of educational explanatory dictionaries and associative experience in language learning and teaching has been widely explored across linguistics, pedagogy, and psycholinguistics. Early theoretical approaches to the role of dictionaries in language education were presented by Robert Lado (1957) and Brown (2007), who viewed dictionaries not only as tools for providing word meanings but also as key elements in forming learners' linguistic competence. Lado emphasized the functional characteristics of dictionaries in language learning, while Brown offered a deeper analysis of cognitive processes in language acquisition.

Uzbek linguists, notably Akbarov (2018) and Zafarova (2019), have highlighted the structure and pedagogical importance of educational explanatory dictionaries in Uzbek, providing scientifically grounded perspectives on their role in enhancing learners' lexical and grammatical knowledge. Their research underscores the necessity for explanatory dictionaries in language education to include semantic explanations along with grammatical and pragmatic information. The concept of associative experience has primarily been studied within psycholinguistics, with scholars such as Pavlenko (2014) and Vygotsky (1978) elucidating the role of linking new information to prior knowledge in language learning. This approach is recognized as a crucial psychological mechanism for enhancing vocabulary acquisition. Karimova (2020) offers a detailed analysis of the practical application and effectiveness of associative methods in language teaching. Richards and Schmidt (2010) emphasize the joint importance of dictionaries and associative processes in language education, suggesting that integrating these two tools can further develop learners' language skills. From this perspective, modern pedagogical technologies and methodologies aim at harmonizing dictionaries and associative experience.



Thus, the existing literature provides both theoretical and practical foundations for the combined use of educational explanatory dictionaries and associative experience in language education.

RESEARCH METHODOLOGY

This study employed literature analysis and comparative analysis methods as the primary research methodologies. Samples of learner's explanatory dictionaries in English and Uzbek were examined to compare their structure and presentation methods. The concept of associative experience was analyzed through psycholinguistic sources to explore its applicability in language teaching processes. An integrative approach combining qualitative and quantitative research methods was applied to investigate the theoretical foundations of learner's explanatory dictionaries and associative experience in both English and Uzbek languages. The research methodology primarily involved systematic analysis of existing scientific literature, comparative linguistic approaches, and the comparison of psycholinguistic concepts.

Firstly, through literature analysis, scientific sources related to the structure, content, and pedagogical functions of learner's explanatory dictionaries in English and Uzbek were collected and analyzed. This phase involved studying international and local publications, scientific articles, and monographs from linguistics, pedagogy, and psycholinguistics fields. This enabled the formation of a comprehensive theoretical understanding of the lexical, grammatical, and pragmatic features of dictionaries and their effectiveness in language teaching.

Secondly, to study the psychological and linguistic bases of the associative experience concept, relevant theories from psycholinguistics and language learning were consulted. The mechanism of linking new information with previously acquired knowledge and its role in language acquisition were thoroughly examined. In addition, pedagogical literature was utilized to identify the practical application and effectiveness of associative methods.

Thirdly, the comparative analysis method was used to contrast the composition and presentation techniques of learner's explanatory dictionaries in English and Uzbek. This comparison facilitated the identification of factors influencing learners' reception and acquisition of new lexical units, highlighting similarities and differences in dictionary structures between the two languages.

Fourthly, pedagogical methods were studied to explore the possibilities of applying theoretical approaches in practice.

This research applied a scientific approach aimed at investigating the theoretical and practical foundations of learner's explanatory dictionaries and associative approaches in English and Uzbek language education. The methodological framework was grounded in a qualitative research paradigm, combined with descriptive and comparative methods. This methodological approach serves to comprehensively illuminate the role of dictionary tools and associative learning strategies in developing lexical competence in language education. The research was conducted step-by-step. Initially, relevant scientific sources—including learner's dictionaries in English and Uzbek, psycholinguistic studies, language acquisition theories, and educational technologies—were analyzed. The focus was on identifying core concepts and approaches from lexicography, psycholinguistics, semantics, and contemporary pedagogy. Subsequently, the structural organization of explanatory dictionaries in English and Uzbek, the levels of semantic explanations, the style of example usage, and methods for expressing cultural and cognitive



associations were examined based on content analysis. Didactic approaches, contextual explanations, and semantic coherence criteria guided the analytical comparison.

Within the research scope, a small-scale experimental observation was conducted. Associative learning methods—such as semantic mapping, connotative connections, and visual associations—were integrated with learner's dictionaries and applied in the language teaching process. Through classroom observations, written assignments, and interim tests, the effectiveness of these approaches, learners' active participation, and the degree of lexical knowledge acquisition were evaluated. Data collection primarily relied on scientific publications, electronic libraries, and scholarly articles. The analyzed literature mainly consisted of sources published between 2010 and 2025, ensuring the contemporary relevance of the study.

RESULTS OF THE RESEARCH

The analysis revealed that learner's explanatory dictionaries in English and Uzbek effectively support the language learning process by encompassing lexical, grammatical, and pragmatic aspects of words. Furthermore, associative experience facilitates the linkage of new information with existing knowledge in language learners, thereby reinforcing their language skills. The theoretical examination of learner's explanatory dictionaries and associative experience in both languages led to several significant conclusions and scientific innovations.

Firstly, learner's explanatory dictionaries are confirmed as essential tools in language teaching, not only clarifying the primary meanings of words but also aiding in understanding their grammatical, phonetic, and pragmatic contexts. English dictionaries tend to emphasize contextual and functional approaches, whereas Uzbek dictionaries include traditional lexical explanations alongside multi-layered interpretations aligned with contemporary pedagogical requirements.

Secondly, associative experience is validated as a psychological mechanism that effectively activates cognitive processes in language learning. By linking new lexical units with previously acquired knowledge, learners' retention abilities significantly improve, which in turn enhances the overall effectiveness of language education. The study demonstrated that combining dictionary explanations with associative methods allows learners to assimilate complex lexical units more easily and rapidly.

Thirdly, the pedagogical application of learner's explanatory dictionaries and associative experience highlights the relevance of an integrated approach. The joint use of these tools in the educational process contributes to strengthening learners' oral and written skills. The explanatory content of dictionaries and the development of associative connections stimulate learner engagement and encourage independent study.

Based on these findings, in-depth investigation of the theoretical foundations of learner's explanatory dictionaries and associative experience can enhance the effectiveness of language teaching, foster new pedagogical approaches, and aid in creating practical guides for educators and learners. The study shows that the combined application of these two tools in language learning not only improves language competencies but also positively motivates learners and promotes autonomous learning.

DISCUSSION



The integration of learner's explanatory dictionaries and associative experience contributes significantly to increasing the effectiveness of language teaching. The semantic richness and pedagogical adaptability of dictionaries in English and Uzbek play a crucial role in enhancing learners' linguistic competence. The application of associative methods enables learners to acquire new vocabulary quickly and efficiently. However, further in-depth research on the practical aspects of these approaches and their harmonization with new pedagogical technologies is necessary.

Research results indicate that learner's explanatory dictionaries and associative approaches stand out as two primary effective instruments in language education. Particularly in second language acquisition environments, they serve as efficient means for developing vocabulary, fostering semantic thinking, and consciously managing the learning process. The dictionary analysis revealed that these resources provide learners not only with lexical meanings but also with contextual usage, grammatical features, and cultural and emotional nuances. Modern English learner's dictionaries are user-centered, featuring examples, collocations, phonetic transcriptions, and pictograms to facilitate retention. Uzbek learner's dictionaries are developing similarly and could advance further through digital formats.

Moreover, associative learning strategies—such as semantic maps, connotative links, visual reminders, and word associations based on personal experiences—help learners independently grasp relationships between words. Experimental observations showed that vocabulary taught through associative techniques remains longer in memory, is used more actively in speech, and allows quicker integration of new information. This underlines the necessity of employing associative approaches not merely as supplementary but as primary learning strategies. Teachers involved in the study noted that when learner's dictionaries and associative methods are harmonized, learners exhibit greater enthusiasm toward language learning, demonstrate independent thinking in acquiring new words, and lessons become more lively and interactive. Interactive dictionaries, visual materials, and audio-visual associations adapt to various cognitive styles, ensuring individualized instruction.

Based on the discussion, the integration of associative experience and learner's dictionaries can ensure high efficiency in the learning process and contribute to the development of learners' independent language acquisition skills. This aligns with the modern language education principle of learner-centered approaches.

Sum up, the combined use of learner's explanatory dictionaries and associative methods transforms language learning into a more effective, engaging, and cognitively meaningful process. Their integration supports not only the improvement of language skills but also enhances learner motivation and fosters autonomous learning. This study demonstrates the pedagogical potential of blending lexicographic and associative tools to achieve better outcomes in English and Uzbek language education.

CONCLUSION

This study aimed to conduct an in-depth analysis of the theoretical foundations of learner's explanatory dictionaries and associative experience in English and Uzbek languages, and to determine their effectiveness in the language learning process. The results of the research indicate that learner's explanatory dictionaries serve as an essential tool not only for expanding



vocabulary but also for understanding grammatical and pragmatic aspects. Concurrently, associative experience manifests as a psychological mechanism that enables language learners to acquire new information more quickly and effectively. The findings revealed that although learner's explanatory dictionaries in English and Uzbek differ in terms of content and structure, both play a significant role in enhancing the effectiveness of language education. English dictionaries predominantly employ contextual and communicative approaches, whereas Uzbek dictionaries, alongside traditional explanatory methods, incorporate modern pedagogical requirements. The pedagogical significance of associative experience lies in its ability to facilitate effective linking of new vocabulary with previously acquired knowledge and concepts, thereby improving learners' retention capacity and increasing their motivation towards language learning. According to the results, the integration of learner's explanatory dictionaries and associative methods constitutes an important tool for activating learners, encouraging independent study, and deepening language competencies. The scientific novelty of this research lies in its comprehensive examination of learner's explanatory dictionaries and associative experience in English and Uzbek, proposing new approaches for their pedagogical integration. This integrated approach serves to enhance the efficiency of language education.

In summary, the combined use of learner's explanatory dictionaries and associative experience in English and Uzbek represents an effective means to develop innovative pedagogical approaches in language teaching and significantly improve learners' language skills qualitatively.

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