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COMPILATION OF LEARNER'S DICTIONARY AS A TOOL FOR LEXICOGRAPHIC COMPETENCE OF NON- LINGUISTIC SPECIALTIES STUDENTS

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Nowadays, the techniques of acquiring and presenting information are being actively introduced into the learning process. Ukraine's entry into the educational space of Europe updates the objective of increasing the efficiency of foreign language teaching in non-linguistic specialties. The need to develop future professionals' ability to communicate in English and other foreign languages in the extreme situation caused by the Russian-Ukrainian war is especially urgent. Current challenges, however, necessitate the updating of strategies, methods, and techniques for language learning in higher education.

Objective restrictions as well as long periods of online education make learners to acquire new experiences in shaping and developing their cognitive capacity. Also, a student as a future professional is to be able to use a rich variety of dictionaries that are considered tools for lexicographic competence forming.

Such competence is an aid to acquire not only English but the whole complex of disciplines, hence lexicographic skills are universal both for successful study and forthcoming students' professional activities.

In the scope of scientific visions on the formation of lexicographic competence in language learning (L. Kotkova; I. Kupina, L. Malimon, O. Semenoh, S. Pomyrcha, L. Prokopenko, L. Struhanets, E. Goffman, M. Leary, B. Shlenker, R. Rossner and others), we distinguish two key aspects:

– effective use of edited materials that follow the classical conception of academic dictionaries (textual and electronic ones) for educational and research purposes;

– acquisition of the skills of compiling a new lexicographic product i.e. dictionary entries or learner's dictionaries as well as the ways of their practical application, for example, as presentation in a group, doing / creating a series of exercises or tests based on a compiled dictionary, etc.

Here we should remind that even university students who have to use dictionaries on a regular basis have gaps when it comes to understanding the dictionary structure. They used to compile their learner's dictionaries according to the traditional school model 'word – transcription – translation'. There is, clearly, a measure of confusion here that needs some sorting out on theoretical and practical levels.

In modern linguistics, the concept of 'lexicography' refers to the practice of lexicographic, dictionary description, defining as its object linguistic units of all levels and any linguistic relations [2, p. 436].

Moreover, it is pointed out that the indisputable value of dictionaries lies in the fact that they provide new generations of lexicographers with examples of lexicography methods [3, p. 8].

We agree that the mentioned above generations should be trained at universities, thus, the students need to practice dictionary compiling. 'If the task of lexicographers is hard, the task of second-language learners is harder still when it comes to evolving a lexicon that is both optimally useful and reliable', R. Rossner wrote [5, p. 96]. Therefore, the compiling of dictionaries / their parts should be based, firstly, on familiarization with the theoretical foundations of lexicographic description, and secondly, on clear and understandable algorithms of actions. Vocabulary exercises should be logically woven into a syllabus as a planned classroom or extracurricular independent activity (for example, as an independent educational and research assignment). In our opinion, a lexicographic workshop or a project also may be appropriate.

We consider learner's lexicography as a step-by-step process. Its first stage is associated with the development of either a more complicated or, on the contrary, somewhat simplified concept for lexicographic description. At this preparatory stage, a great deal of attention is given to the requirements for the projected dictionary; in other words, what information a student needs to take into account. Framing a dictionary entry is impossible without knowing about macrostructure and microstructure.

The macrostructure refers to the composition in terms of principles of compiling a dictionary: representing its purpose, the selection of particular headwords, developing the metalanguage for the dictionary, selection of illustrative material, determination of criteria for ordering register units, etc.

An important contributory factor to dictionary compiling is, without doubt, a headword list. A student as a lexicographer deepens his general and lexicographic knowledge as his data comes from a variety of sources (dictionaries, journals, corpora examples, etc.). It follows that the compiled headword list is focused on a certain topic, making the learner's dictionary a valuable educational resource for language learning.

According to H. Jackson, the body of a dictionary contains an alphabetical list of headwords. Each headword is accompanied by a number of pieces of information, which together with the headword constitute the 'entry'. The headword is usually printed in bold type and hangs one or two spaces to the left of the other lines [4, p. 25].

On the other hand, the object of close attention should be not only the macrostructure but also the microstructure of the dictionary.

As L. Kotsiuk claims, any linguist, translator (or student) needs answers to at least five questions when dealing with an unknown word: What does the word mean? What is it associated with? What meanings is it associated with? What grammatical functions is it associated with? How is the word placed in the text? [1, p. 16].

Theoretical lexicography has established the following requirements for lexicographic description: a single style of word description throughout the dictionary, concise descriptions, simplicity, and completeness [3, p. 14].

Each dictionary entry should consist of a certain number of zones. We usually recommend six-component zoning to students of non-philology majors: lemma;

phonetic information (transcription); grammatical information; stylistic information; semantization of the lemma by means of the translation language; exemplification, and indication of the sources used. In some cases, a zone of synonymy and a zone of etymological information were added to the above.

In fact, even the shortest dictionary, which is compiled for the performance of this or that task, must have a single design style: a well-thought-out system of applied fonts, punctuation marks, abbreviations and notes, methods of graphic expression (for example, a slight shift of lemmas to the right of the left border of the text).

At the final stage, the completed register is adjusted, and the detected errors are eliminated, after which the student's dictionary is placed on the electronic educational platform for commenting and evaluation.

To conclude, it must be stated that by carrying out lexicography, the compiler opens up a panorama of the development and real state of various lexical and terminological nominations in the modern English language. Therefore, there is every reason to consider educational lexicography as a valuable didactic tool for the formation of foreign language lexicographic competence of non-linguistic students.

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