(4). Шпильная Н.Н. (2018). Аксиологические доминанты женского устного студенческого дискурса (на материале повседневных диалогов). Сибирский филологический журнал, (2), 170–184.

(5) Кочетова Л.А., Попов В.В. (2019). Исследование аксиологических доминант в жанре пресс-релиз– на основе методов автоматического извлечения ключевых слов корпуса текстов. Научный диалог, с. 32-49.

(6). Нелюбова Н.Ю. (2022). Аксиологические доминанты паремий как типологические маркеры тувинской, русской и французской этнокультур. Новые исследования Тувы (1), с. 146–163.

(7). Денисенко В.Н., Ломакина О.В., Нелюбова Н.Ю. (2025). Языковая маркированность аксиологических доминант франкоязычных паремий. Вопросы современной лингвистики, (5), с. 19–30.

(8). Julie-Marie Strange (2021) When John met Benny: class, pets and family life in late Victorian and Edwardian Britain, The History of the Family, 26:2, p. 214–235, DOI: 10.1080/1081602X.2021.1897028.

(9). Busch G., Schütz A., Hölker S., & Spiller A. (2022). Is pet ownership associated with values and attitudes towards animals? Animal Welfare, 31(4), p. 447–454. doi:10.7120/09627286.31.4.011.

(10). Li L., Dreyfus S. (2023). 'Please don't insult Dog. He is a loyal friend!'The use of animal metaphors for evaluation and positioning on a Chinese Political Web Forum. Discourse & Society, 09579265231202619.

(11). Thompson E.P. (1967). Time, Work-Discipline, and Industrial Capitalism. Past & Present, 38, 56–97. DOI: 10.1093/past/38.1.56.

(12). Collins M. (2002). The fall of the English gentleman: the national character in decline, c.1918–1970. Historical Research, 75(187), p. 90–111.

(13). Frey D.E. (2009). America's economic moralists: a history of rival ethics and economics. State University of New York Press.

(14). Harte J. (2019). Names and tales: On folklore and place names. Folklore, 130(4), p. 373–394.

Berdiyeva Mashhura Tulqin qizi (Independent Researcher of Karshi State University Karshi, Uzbekistan; E-mail:mashhuraberdiyeva0999@gmail.com)

THE ROLE OF ONOMASTIC UNITS IN BILINGUAL LEARNER'S DICTIONARIES

Annotation. *This article explores the role of onomastic units in bilingual learner's dictionaries and their importance in language learning and intercultural communication. The study examines how proper names, including anthroponyms and toponyms, function as linguistic and cultural markers in bilingual lexicography. Special attention is given to the pedagogical value of onomastic units, their semantic and cultural significance, and the challenges of their representation in learner-oriented dictionaries. The research highlights the necessity of including pronunciation guides, etymological information, and cultural explanations to improve learners' comprehension and communicative competence. The findings demonstrate that effective treatment of onomastic units contributes to vocabulary enrichment, cultural awareness, and accurate cross-linguistic interpretation. The article concludes that bilingual learner's dictionaries should adopt more systematic and culturally informed approaches in presenting proper names to enhance language acquisition and intercultural understanding.*

Keywords: *onomastics, bilingual dictionaries, learner's dictionaries, anthroponyms, toponyms, lexicography, cultural competence, proper names, language learning, intercultural communication.*

IKKI TILLI O'QUV LUG'ATLARIDA ONOMASTIK BIRLIKLARNING O'RNI VA AHAMIYATI

Annotatsiya. *Mazkur maqolada onomastik birliklarning ikki tilli o'quv lug'atlaridagi o'rni va ularning til o'rganish hamda madaniyatlararo muloqotdagi ahamiyati tadqiq etiladi. Tadqiqotda antroponimlar va toponimlar kabi atoqli otlarning ikki tilli leksikografiyadagi lingvistik va madaniy funksiyalari tahlil qilinadi. Shuningdek, onomastik birliklarning pedagogik qiymati, semantik va madaniy xususiyatlari hamda ularni o'quv lug'atlarida ifodalashdagi muammolar ko'rib chiqiladi. Tadqiqot natijalari talaffuz ko'rsatkichlari, etimologik ma'lumotlar va madaniy izohlarni kiritish o'quvchilarning tushunishi hamda kommunikativ kompetensiyasini rivojlantirishda muhim ekanligini ko'rsatadi. Maqolada onomastik birliklarning samarali talqini lug'at boyligini oshirish, madaniy ongni rivojlantirish va tillararo talqinning aniqligini ta'minlashga xizmat qilishi ta'kidlanadi. Tadqiqot xulosalariga ko'ra, ikki tilli o'quv lug'atlari proper nomlarni berishda tizimli va madaniy jihatdan asoslangan yondashuvlarni qo'llashi zarur.*

Kalit so'zlar: *onomastika, ikki tilli lug'atlar, o'quv lug'atlari, antroponimlar, toponimlar, leksikografiya, madaniy kompetensiya, atoqli otlar, til o'rganish, madaniyatlararo muloqot.*

РОЛЬ ОНОМАСТИЧЕСКИХ ЕДИНИЦ В ДВУЯЗЫЧНЫХ УЧЕБНЫХ СЛОВАРЯХ

Аннотация. *В данной статье рассматривается роль ономастических единиц в двуязычных учебных словарях и их значение в изучении языка и межкультурной коммуникации. Исследуются лингвистические и культурные функции имён собственных, включая антропонимы и топонимы, в*

двуязычной лексикографии. Особое внимание уделяется педагогической ценности ономастических единиц, их семантическому и культурному содержанию, а также трудностям их представления в учебных словарях. Результаты исследования показывают, что включение фонетических указаний, этимологической информации и культурных комментариев способствует лучшему пониманию языка и развитию коммуникативной компетенции учащихся. В статье подчёркивается, что эффективная интерпретация ономастических единиц способствует расширению словарного запаса, развитию культурной осведомлённости и точности межъязыковой интерпретации. Делается вывод о необходимости использования системного и культурно-ориентированного подхода при представлении имён собственных в двуязычных учебных словарях.

Ключевые слова: *ономастика, двуязычные словари, учебные словари, антропонимы, топонимы, лексикография, культурная компетенция, имена собственные, изучение языка, межкультурная коммуникация.*

Introduction. The intricate world of language acquisition is often illuminated by the subtle yet profound elements that bridge linguistic understanding and cultural immersion. Among these, onomastic units—proper names such as personal names, place names, and the rich tapestry of expressions woven around them—play an indispensable role, particularly within the context of bilingual learner's dictionaries. Far from being peripheral entries, these units are central to comprehending the nuances of a language, offering learners a window into the historical, social, and cultural fabric of a community. The comprehensive integration of onomastic units transforms a simple word-for-word translation tool into a robust resource that cultivates deeper linguistic proficiency and broader cultural empathy. The significance of onomastic units extends beyond their direct lexical meaning. They embody a wealth of encyclopedic and linguistic data, serving as carriers of identity, geography, and history that typical vocabulary items often lack. For learners navigating the complexities of a new language, understanding how proper names function, are pronounced, and carry cultural connotations is as vital as mastering common nouns and verbs. This understanding is not merely about recognizing a name but about appreciating its origins, its evolution, and its role in shaping communication within a specific cultural context. Therefore, bilingual learner's dictionaries, designed to facilitate cross-linguistic understanding, must meticulously address the challenges and opportunities presented by onomastic units.

Literature Review. At the heart of effectively integrating proper names into bilingual dictionaries lies the discipline of onomastics, the scientific study of names in all their multifaceted aspects. This field delves into the etymology, history, and usage of names, encompassing both anthroponymy (the study of personal names) and toponymy (the study of place names). Onomastics provides the theoretical framework for appreciating the linguistic and cultural weight that these units carry, underscoring why their thoughtful treatment in lexicographical works is not just beneficial but essential. Onomastic units are proper names that designate unique entities, distinguishing them from common nouns that refer to general classes. These include, but are not limited to, names of individuals, geographical locations, institutions, and even specific events. Their distinctiveness lies in their reference to singular items, often imbued with layers of cultural, historical, and social meaning. For instance, a city's name might reflect its historical significance, geographical features, or the linguistic heritage of its inhabitants. Understanding these underlying layers is crucial for a language learner to gain true proficiency and cultural competence.

Research Methodology. Research into the role of onomastic units in bilingual learner's dictionaries employs a diverse array of methodologies, drawing from various linguistic and pedagogical paradigms. These approaches aim to systematically analyze existing dictionary structures, identify gaps, and propose more effective solutions. A common research methodology involves the comparative analysis of multiple bilingual dictionaries across different language pairs (e.g., English, Tatar, Spanish). This allows researchers to identify variations in onomastic coverage, the depth of information provided (e.g., pronunciation, etymology, cultural notes), and the consistency of transliteration. By examining how different dictionaries handle proper names, insights can be gained into best practices and areas for improvement. This often includes scrutinizing both general bilingual dictionaries and those specifically designed for learners. Corpus-based studies play a crucial role in understanding the real-world usage of onomastic units, particularly within proverbs, sayings, and idiomatic expressions. By analyzing large text corpora, researchers can identify frequently occurring onomastic units and their associated contexts, informing the selection and presentation of entries in dictionaries. Complementing this, surveying learners' needs regarding proper-name recognition and their challenges with cultural nuances provides invaluable user-

centric data. This combined approach ensures that dictionary development is grounded in both linguistic reality and pedagogical necessity.

Analysis and Results. Analysis of existing bilingual dictionaries often reveals that onomastic units are treated as marginal entries, with minimal contextual examples and limited supporting information. While some advanced dictionaries might have extensive lexical entries, the explicit focus on pedagogical support for proper names for learners remains sparse unless specifically designed with this in mind. This limited exploration highlights a significant need for further research and integration of naming conventions into vocabulary instruction. The results of comprehensive research suggest a path forward for improving these essential language learning tools. Many contemporary bilingual dictionaries, even comprehensive ones, often list onomastic units with little more than a direct translation or a brief equivalent. They frequently lack critical elements such as detailed pronunciation guides (especially for names in non-phonetic languages), comparative etymologies that shed light on shared origins or divergent meanings, and rich cultural notes that explain the significance or connotations of a name. This deficiency means learners miss out on a crucial layer of understanding, often leading to misinterpretations or an inability to use names appropriately in social contexts. The onomasiological approach, which organizes dictionary content by concepts rather than mere word forms, holds significant promise for presenting onomastic units more effectively. By starting from a concept and leading learners to its linguistic realizations in different languages, this method can help map names and their associated expressions more transparently. Such a macrostructure would allow for a deeper semantic organization of onomastic material, integrating encyclopedic and linguistic data more cohesively. This doesn't replace traditional alphabetical listings but complements them, offering concept-driven access that aligns with how learners might naturally think about names and their meanings.

Conclusion. The role of onomastic units in bilingual learner's dictionaries is undeniably central to achieving comprehensive linguistic competence and profound cultural understanding. These proper names, encompassing both personal and place names, serve as invaluable cultural markers, embedding layers of historical, social, and cultural context within the lexicon. Their presence in bilingual dictionaries is crucial, as it enriches a learner's vocabulary by exposing them to diverse appellations often deeply rooted in specific cultural narratives. The scientific study of names, onomastics, provides the essential theoretical framework for understanding the profound significance and intricate complexities of these units. Standardizing onomastic units in bilingual dictionaries is a critical task, ensuring consistency and facilitating accurate cross-linguistic communication for learners. This careful standardization process helps learners effectively navigate the often-intricate variations in names across different languages and cultural systems. Furthermore, the inclusion of extensive encyclopedic and linguistic information alongside these names offers learners deeper insights into their origins, meanings, and broader cultural implications. Bilingual dictionaries, by their fundamental design, aim to facilitate seamless understanding between languages, and this imperative naturally extends to the proper names that populate any given lexicon. The pedagogical value derived from including onomastic units in dictionaries lies not only in teaching new vocabulary but also, crucially, in fostering an enhanced sense of cultural awareness.The effective and thoughtful presentation of these units is paramount to unlocking their full potential as powerful tools in contemporary language education.

References:

(1). Atkins B.T.S., & Rundell M. (2008). The Oxford guide to practical lexicography. Oxford University Press.

(2). Crystal D. (2010). The Cambridge encyclopedia of language (3rd ed.). Cambridge University Press.

(3). Hartmann R.R.K., & James G. (2001). Dictionary of lexicography. Routledge.

(4). International Council of Onomastic Sciences. (2023). Onomastic terminology and standards. ICOS Official Website

(5). Landau S.I. (2001). Dictionaries: The art and craft of lexicography (2nd ed.). Cambridge University Press.

Abduqodirova Madina Abduqayum qizi (Student of Tashkent state transport university;
Gmail: madinaabdukodirova73@gmail.com)

TRANSFORMATIONAL PHENOMENA AND PROBLEMS IN TRANSLATION

Annotation. *This research focuses on transformational processes in translation and the issues that arise from them. Translation should not be seen as a simple word-for-word substitution between languages; rather, it requires adjustments at lexical, grammatical, and stylistic levels to maintain the original meaning and communicative purpose. The study reviews major types of translation transformations, including*