

**«LEXICOGRAPHICAL DESIGN TECHNOLOGY IN HIGHER PHILOLOGICAL EDUCATION: A METHODOLOGICAL APPROACH»****Murodkhodzhaeva Malika Alisherovna**

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The paper provides a detailed study on the comprehensive modernization of the educational process at philological faculties of higher educational institutions through the deep integration of interactive and project-based technologies. The author proposes, theoretically substantiates, and comprehensively discloses a methodological model for engaging future philologists in collaborative project work aimed at developing small-scale educational dictionaries of various types (reflecting the specifics of professional discourse, authorial neologisms, or virtual communication). The article describes a step-by-step algorithm for implementing an applied lexicographical project, suggests evaluation criteria for the final products, and proves the effectiveness of this approach for the comprehensive development of students' research, interactive, and information-technological skills.

**Keywords:** linguodidactics, project-based method, lexicographical design, educational dictionary, training of philology students, interactive forms of teaching, professional competencies.

**Introduction**

The contemporary vector of development in higher philological education dictates the need for a decisive rejection of reproductive, passive, and purely translational teaching models. Traditional, mechanical assimilation of ready-made theoretical data regarding the structure, levels, and units of the linguistic system is gradually giving way to the requirement for students to develop skills in independent linguistic analysis, empirical data verification, and effective operation of modern digital humanities tools. A 21st-century philology student must act not simply as a passive custodian of academic rules, but as an active researcher capable of capturing, structuring, and interpreting live linguistic processes.

The project-based method stands out as one of the most product-orientated didactic solutions in this direction. Within linguistic disciplines, lexicographical design possesses a particular developmental potential. It is a team or individual goal-oriented activity of students focused on creating original, small-scale educational dictionaries. The process of constructing a dictionary integrates knowledge from fundamental branches of linguistics (lexicology, derivatology, stylistics, pragmatics, applied and corpus linguistics), transforming abstract academic definitions into a tangible, practically significant intellectual product. Creating a dictionary forces the student to look at a linguistic unit systematically, evaluating it not in isolation, but in close connection with context, usual norms, and the demands of a potential user.



The purpose of this article is to provide a theoretical substantiation, an extended description, and a methodological profiling of a holistic pedagogical model for organizing the project activity of philology students, focused on the independent compilation of educational linguistic dictionaries.

### **Theoretical and Methodological Foundations of the Research**

The theoretical foundation of the research is comprised of classical pedagogical concepts of project-based learning, which view a project as a means of activating cognitive independence, modern approaches to the technologization of humanitarian education, and the basic principles and categories of educational lexicography. The latter determines the specifics of designing reference publications that are strictly adapted to specific educational goals, the target audience's level of preparation, and didactic tasks.

In the course of the study, a complex of complementary methods was applied:

Didactic modeling of the educational environment;

Comparative analysis of curricula, new-generation standards, and specialized working programs of higher educational institutions;

The method of participant observation of the process of creating terminological and connotative citation indexes by linguistics students;

The method of analyzing lexicographical errors and difficulties encountered by learners in the process of vocabulary semantization.

### **Experimental and Methodological Part: Technological Stages of a Lexicographical Project**

The systemic organization of work on creating an educational dictionary is structured as a strictly coordinated process passing through four successive macro-phases. Each phase requires the instructor to shift their pedagogical role—from lecturer and expert to facilitator, consultant, and coordinator.

#### **1. Orientation and Preparatory Stage (Goal Setting and Planning)**

At the initial stage, the instructor outlines the boundaries of a general problem area, after which the students independently specify the topic, determine the object of study, and segment the target audience of the future reference book. The main methodological requirement at this stage is to address dynamic, live linguistic subsystems that arouse genuine research interest in students and require capturing "here and now."

The following are recommended as promising and didactically valuable design directions:

Dictionary of Professional or Corporate Discourse: description of the vocabulary of a specific professional field (e.g., the terminology of IT specialists, marketers, or modern educators).

Dictionary of Graphic Pragmatics and Digital Etiquette: capturing communication rules, compressed syntax, new functions of punctuation marks, and the specifics of emoji usage in modern messengers.

Dictionary of Artistic Idiostyle (Authorial Neologisms): identifying key concepts, means of character representation, or occasional words in the creative work of a specific writer (for example, based on the poetics of the female portrait in 19th-century Russian classics).

Dictionary of Active Neologisms: capturing recent borrowings and transformations of word meanings in the modern media space.



After the topics are approved, small working groups (4–5 students each) are formed, within which functional roles are distributed: "analysts-collectors" (empirical sampling), "lexicographers-compilers" (modeling dictionary entries), "editors-proofreaders" (unification, verification, and normativity control), and "IT coordinators" (digital representation of results).

## 2. Research Stage (Search and Textual Activity)

This period is entirely dedicated to extracting linguistic units from sources and forming a working citation index. Students work with fiction texts, journalistic materials, live colloquial speech, or actively turn to the sub-corpora of the National Corpus of the Russian Language (NCRI), mastering the methods of corpus linguistics and automatic sampling.

The key task of the educator at this stage is to coordinate the development of a uniform macro- and microstructure for the publication. Project participants must collectively design a rigid model for a dictionary entry, which will be uniform for the entire group. Students determine the mandatory description zones:

1. Headword (lemma)
2. Grammatical zone (part of speech, forms)
3. Stylistic markers and labels
4. Semantic definition (interpretation of meaning)
5. Illustrative context (citations from sources)
6. Optional zones (pragmatic, etymological, or sociolinguistic comments)

## 3. Technological Stage (Editorial and Design Activity)

At this stage, the collected array of materials is brought to a strict lexicographical standard. In practice, students face fundamental theoretical problems of linguistics that they previously knew only from textbooks: distinguishing between polysemy and homonymy, differentiating subtle shades of stylistic coloring, and choosing the optimal (alphabetical, ideographic, or nest-based) order of arranging units.

If the project is initially conceived as an electronic one (which is most relevant for modern education), creative groups utilize digital platforms: from text processors with internal hyperlink systems to Wiki technologies, cloud services, and interactive online whiteboards. This allows for a user-friendly interface, instant search capabilities, and a system of cross-references within the dictionary.

## 4. Presentation and Reflexive Stage (Defense and Audit)

The final product—the completed educational dictionary—is presented within an open project defense. Creative teams argue for their chosen parameters of vocabulary description, demonstrate the most complex dictionary entries, explain the logic of material grouping, and defend their decisions before the audience and an expert committee.

The stage concludes with deep reflection, during which the measure of personal contribution of each student is evaluated, and typical linguistic errors (such as tautology in definitions or inaccurate context selection) and organizational difficulties encountered during joint teamwork are analyzed.

Didactic Effects of the Methodology and Their Significance. The experience of sequential implementation of lexicographical design in university practice allows us to state the achievement of a pronounced synergetic effect in the professional development of future philologists in three main areas.



Deepening of Subject-Linguistic Competencies. By formulating a definition and developing the parameters for describing a word, a student is forced to perform a multi-level analysis of a linguistic unit. The student examines its paradigmatic relations (synonymy, antonymy, hyponymy), syntagmatic potential (compatibility with other words), and pragmatic conditions of functioning in speech. As a result, passive theoretical knowledge transitions into the category of sustainable, conscious analytical skills. The student begins to comprehend the mutability and flexibility of the linguistic system.

Development of Research Independence. In the course of practical work, learners directly master the crucial research methods of philology: the method of continuous and scientifically grounded sampling, linguistic annotation, semantic classification, componential analysis of meaning, and contextual analysis techniques. This lays a solid foundation for writing future term papers and graduation qualification theses.

### Formation of Soft Skills and Digital Literacy

Team interaction within a lexicographical group develops the ability to reason and defend one's scientific position, listen to alternative opinions, find compromise solutions when editing formulations, and effectively coordinate joint efforts under tight deadlines. Concurrently, the use of digital tools for layout, design, working with data corpora, or online publication of the dictionary significantly increases the ICT competence of future graduates, making them sought-after specialists in the field of Digital Humanities.

### Conclusion

The proposed methodological approach to organizing project-based activity based on the creation of educational linguistic dictionaries serves as an effective, comprehensive tool of modern philological didactics. Lexicographical design successfully eliminates the long-standing gap between abstract, static linguistic theory and live, dynamic speech practice, focusing students' attention on the actual communicative processes of society.

The result of such work is not just a material product (a printed manual, a glossary, or an online interactive resource), but a qualitatively new level of professional thinking among future philologists. They acquire experience in a complete cycle of research and production activity and turn out to be capable of independent research, expert, publishing, and applied activities in modern, rapidly changing socio-cultural conditions.

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