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## THE IMPORTANCE OF ACADEMIC DICTIONARIES IN INTERCULTURAL COMMUNICATION.

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### **Abstract.**

*This article examines the significance of academic dictionaries in the context of intercultural communication. Intercultural communication involves communication between individuals from diverse cultural backgrounds, and language plays a crucial role in bridging the cultural divide. The article highlights the crucial role played by academic dictionaries in intercultural communication, as these dictionaries provide the necessary vocabulary and explanations that facilitate effective communication between people of different cultures. The article further explores how academic dictionaries can help overcome linguistic and cultural barriers and improve intercultural communication. In today's world, dictionaries are becoming increasingly complex and offer valuable information on language, words, and society. However, intercultural communication presents a challenge due to differing languages and cultural codes, which dictionaries have not fully addressed. Nonetheless, linguistic and cultural dictionaries show potential for convergence. This article examines the formation of a culturological direction in lexicography, identifies problems with reflecting culturally-loaded lexical units in linguistic dictionaries, and discusses the characteristics of modern linguistic and cultural reference books.*

### **Key words.**

*academic dictionary; cultural lexicography; intercultural communication; extralinguistic factor, electronic dictionary; printed dictionary; language acquisition; lexicography.*

## Introduction

In today's world, dictionaries offer complex information about language, words, and the world in general. An issue in intercultural communication is the lack of a common language and cultural understanding. While dictionaries have not yet become a universal means of reflecting language and culture, researchers see potential in the convergence of linguistic and encyclopedic dictionaries, particularly in the genre of linguistic and cultural dictionaries. The importance of this article lies in highlighting these trends and potential developments in the dictionary world. The research uses a variety of methods including comparative analysis, linguistic and lexicographic analysis, and theoretical provisions. By presenting the research provide useful materials for courses in lexicology, intercultural communication, and the compilation of educational dictionaries. Theoretical background includes modern theories of intercultural communication and lexicography, as well as ideas for the lexicographic representation of culturally-marked lexical units.

There have been established three main tasks for the article's objective, which are:

- to discuss the emergence of the culturological aspect in lexicography.
- to identify challenges in reflecting culturally significant lexical units in linguistic dictionaries.
- to outline the features of current linguistic and cultural reference materials.

This research holds practical value as it provides the opportunity to incorporate the findings in various higher educational institution courses such as lexicology, lexicography, cultural studies, intercultural communication theory and practice, and educational dictionary compilation. Hence, it is crucial to present the research results in English by translating key theoretical statements from the thesis by O.L. Petrushova [10] with some add-on explanations. The article employs various research methods such as the method of comparative analysis, linguistic description, and lexicographic analysis by different scholars. The study focuses on the culturological aspects of educational lexicography and utilizes the modern theory of intercultural communication, linguistic and cultural theory of the word, and theoretical provisions of lexicographic representation. Additionally, it draws from a number of ideas for the lexicographic representation of culturally marked lexical units from different scholars.

## Methodology

The anthropocentric direction of linguistic research is increasingly penetrating into applied areas of language description, the central place among which belongs to lexicography. The defining concept of anthropologically oriented lexicography[6] is a user request[7], which determines those parameters and properties of the dictionary that meet the needs of a particular addressee (user). Learning vocabulary created to assist in learning language, by definition, must be anthropo-oriented (although the converse is only partially true). One of the actual requirements for the educational work of anthropo-oriented lexicography today can be considered the connection in its concept of focusing on the most specific user requests, on the one hand, and taking into account the provisions of the educational (methodological) system within which the dictionary is supposed to be used, - with another. The development of foreign language teaching methods today largely proceeds within the framework of the concept of intercultural communication, which requires appropriate educational, methodological and lexicographic support, but above all - theoretical justification. However, despite the large number of works devoted to both general theoretical and purely applied aspects of the problem (S. M. Andreeva, N. D. Galskova, E. I. Passov, S. G. Ter Minasova, L. L. Salekhova, I. I. Khaleeva, K. N. Khitrik and others), there are many questions, the answers to which depend on features of the construction of specific educational, didactic, methodological systems and, consequently, the requirements to their lexicographic support. First of all, let's pay attention to the fact that the main goal of teaching intercultural communication - the acquisition of the possibility of better mutual understanding and interaction of representatives of different languages and cultures - from the standpoint of the theory of linguistic personality, it requires some clarifications: 1) does intercultural communication imply mutual (and - if possible - equivalent) knowledge of cultures by the communicating parties?; 2) if not, then can we talk about their desire for a full understanding?; 3) if so, what level of understanding can be considered adequate (sufficient) for specific situations of communication and how should it be provided? For search answers to these questions, it makes sense to turn to the concept of bilingualism.

Against the background of the concept of natural bilingualism as an equivalent knowledge of two languages learned in natural conditions of a bilingual environment, usually in childhood, today the concept of artificial bilingualism is widely used, considered as a result of bilingual education (training) and a condition for adequate intercultural communication (socialization in a foreign language and cultural space)[9]. From the standpoint of participants in intercultural communication bilingualism of the second type can be symmetrical (with equal

knowledge of each other's languages by communicants) and asymmetrical (otherwise). It seems that symmetrical bilingualism can fully play the role of an instrument of adequate intercultural communication. Therefore, the symmetry condition must meet and educational and methodological (in our case, lexicographic) support of the learning process, which can be achieved by coordinating the efforts of the parties - alleged participants in intercultural communication. Consider the possibilities of implementing the formulated approach on the example of a training dictionary of proper names international culture and history.

The content basis of manuals on intercultural communication can be a system of structured in a certain way, knowledge, considered by the two linguistic communities as obligatory for a mutually productive communication. Based on the selected core, additional components can be defined that provide an understanding of the national and cultural specifics of the parties. An effective and objective way to establish composition, volume and nature of these components can be carried out extensive associative experiments that reveal associative-cultural background of compared culturally significant units of both languages. material received in as a result of such experiments, can become the basis for the creation of textbooks, dictionaries and manuals of a new type, a feature which will be the presence in both national versions of the "mirror" part, reflecting the position of the carriers of the studied language.

Since the proper name, functioning as a cultural sign, is the most important guardian of the national culture and history, the role of the academic dictionary from the standpoint of teaching intercultural communication seems obvious.

### **Results and Discussion**

The formation of a culturological direction in lexicography began with the development of cultural studies as a sphere of language pedagogy, the area of which is the semantic aspects of subjective and objective culture, sociocultural portraits of countries, norms of behavior, cultural identity and mentality of the studied peoples. The purpose of the culturological direction in lexicography is to describe these areas of knowledge in dictionary form for the purpose of teaching foreign languages [4].

At present, the issues related to the incorporation of cultural studies in lexicography are still significant as there is a growing inclination among researchers to compile linguistic and cultural knowledge and present it in the form of reference books designed to aid in the study of the target language country's culture. There is currently an emerging methodology of dictionary-making that

emphasizes the progressively crucial link between language and culture. Academic dictionaries now combine various features of reference editions to cater to the needs of modern users who seek information on different aspects of the world. Such dictionaries tend to have an educational focus and can serve as textbooks or resources on linguistic and regional studies. L.A. Devel also suggests that contemporary bilingual dictionaries function as textbooks for foreign language learning and provide a wealth of cultural information.

The regional cultural component of the word, which makes it a reality and the focus of peoples' knowledge about the surrounding reality, can be changed in different periods of history under the influence of such extralinguistic factors as legal and social attitudes, customs and others. At the same time, the internal form of the word also changes, an essential part of which is the regional cultural component as a reflection of extralinguistic factors in the language and thinking. At the same time, the development of both material and spiritual culture is reflected in the language and the word [1, c. 6; 2, c. 20-21; 8, c. 183].

In essence, that the saturation of cultural information in dictionaries is an important issue that applies to many different types of dictionaries. This is because there is a contrast between the more formal models of knowledge acquisition and the complex and intuitive social concepts based on socio-cultural values. Cultural data can be added in various forms to dictionaries for special purposes, such as phraseological or etymological dictionaries, as well as those focused on idioms, quotes, and new words. For general-purpose dictionaries, the cultural aspect is intertwined with the principles of inventorying the vocabulary of common-literary language, which includes socially and culturally significant elements. As a result, describing specific cultural realities has become a tradition for the linguistic and culture dictionary genre.

M. S. Kolesnikova defines the main task of the actual culture study direction as the description of culturological polyphony in a special lexicographic form in order to overcome possible sociocultural barriers, since through the cultural component of the vocabulary of a certain language, the intercultural space of society is modeled in a special way, which, in turn, affects the development of a multicultural personality [5].

Culture studies dictionaries are books that focus on describing the cultural meanings of words and their relationship to culture. These dictionaries are designed to help people understand the cultural significance of words, and to solve educational and teaching problems. They represent a shift from a purely linguistic and philological approach to a more comprehensive approach that includes



ethnolinguistic knowledge. The purpose of a culture studies dictionary is to provide a detailed description of a word's connotations, supplemented by commentary from a representative of a different culture, taking into account the originality of cultural specificity. Intercultural communication theory has allowed this genre to showcase culturally relevant material and highlight the nuances of intercultural interactions related to behaviors and actions of communication participants. This development has broadened the scope of this genre beyond cultural representation.

The importance of considering cultural aspects in lexicography lies in the role of the dictionary as a tool for enhancing cultural understanding in intercultural communication. Thus, contemporary cultural lexicography faces four groups of challenges in representing culturally significant words and expressions in language dictionaries. These challenges pertain to identifying which cultural elements to include, determining the parameters for describing culturally marked words, selecting the appropriate equivalents, and handling proper names. As a relatively new field of study, further research is needed to address these challenges.

The parameters that meet the requirements for the genre of educational dictionaries in general include: *targeting; user orientation; sources of a lexicographic work; applications; phonetic parameter; stress; spelling parameter; part of speech; number; the degree of comparison of adjectives and adverbs; transitivity; impersonality; verb control; conjugation of the verb in the present tense; detachable / non-detachable attachments; past tense; participle; definition; syntagmatic parameter; phraseological parameter; exemplary-illustrative parameter; stylistic parameter; synonyms; antonyms; homonyms; lexical compatibility; entrance to the dictionary; normative parameter* [10].

The "Dictionary of Great Britain" lacks important language learning parameters such as lexical collocation and instance-illustrative examples. This is a disadvantage since the absence of verbal illustrations does not allow the user to understand the traditional verbal environment in which a word is used, and does not provide an opportunity to learn about the communicative situations it can be used in. The dictionary also does not implement parameters such as thematic introduction, proportion, and centrism of material and thematic groups. This is because the entry parameter is alphabetically arranged, which does not allow for presenting lexical units by thematic groups and providing information about a specific sphere of culture. While useful for reading various types of geographically significant texts, this dictionary may not be sufficient for English language learners.

## Conclusion

After examining various cultural aspects of academic lexicography, the following conclusions can be drawn:

It is important to consider cultural factors in lexicography as dictionaries serve as a tool for understanding the culture of the target language and facilitate intercultural communication by helping to decipher sociocultural codes. Therefore, dictionary compilers must include information on the cultural meanings of language units to aid comprehension of cultural relationships within language, promote active learning, and solve educational and didactic problems.

There are four groups of issues in contemporary cultural lexicography that are connected to the reflection of culturally marked lexical units in a linguistic dictionary: the issue of cultural components to be included in the dictionary; the issue of parameters for describing culturally marked lexical units; the issue of selecting the appropriate equivalents; and the issue of proper names. They are all caused by the fact that research in this area is still in its early stages.

The following ones stand out among the primary traits of contemporary linguistic and cultural reference books: the use of anthroponyms; the use of dictionaries; the lexicographic form; the complex of semantic and functional criteria; theme description; the presence or absence of visual illustrations and others.

The following parameters should be recognized as pertinent for the description of culturally marked lexical units within the framework of the linguistic and cultural dictionary. In addition to the parameters matching the specifications for the genre of academic dictionaries as a whole: cultural and linguistic factors, as well as pragmatic, visual, linguohistorical, etymological, and other factors.

Thus, a new branch of educational lexicography—linguistic and cultural lexicography emerged in the middle of the 1970s and the beginning of the 1980s. For the most comprehensive dictionary description of all properties of non-equivalent and background vocabulary that have been pertinent, lexicographers have put out a number of principles. Despite the undeniable accomplishments of linguistic and regional studies, there was criticism of them in the late 1980s and early 1990s. The main focus of this criticism was the overly ideological nature of the information provided in the dictionaries. In the same time frame, ethnopsycholinguistics and cultural linguistics emerged as two new fields that focused on the description of language and culture; however, the concepts developed by these branches of knowledge have not been as widely used in educational lexicography as the concepts from linguistic and cultural studies.

We can draw the conclusion that the issue of the lexicography of culture in the educational dictionary is still relevant in the present given the issues and key directions of cultural lexicography discussed in this article. The strengths of the lexicographic works included in the work also point to large cultural lexicographic reserves in this area

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