

ECONOMIC TERMINOLOGY IN LEARNER'S DICTIONARIES: LEXICOGRAPHIC AND PEDAGOGICAL ASPECTS

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DOI: <https://doi.org/10.5281/zenodo.18666466>

Annotation. This article focuses on the lexicographic description of economic terminology in learner's dictionaries designed for non-native speakers. The relevance of this issue is determined by both linguistic and extralinguistic factors. The systematic presentation of economic terms is based not only on general lexicographic principles but also on methodological approaches used in teaching Russian as a foreign language. Particular attention is paid to the origin of economic vocabulary, which plays an important role in its effective presentation to foreign students. The pedagogical orientation of the dictionary largely determines the principles according to which dictionary entries are compiled.

Keywords: term; economic terminology; borrowings; native Russian terms; lexicography; learner's dictionary; non-native speaker.

Аннотация. В статье рассматривается лексикографическое описание экономической терминологии в учебных словарях, предназначенных для носителей неродного языка. Актуальность данной проблемы обусловлена как лингвистическими, так и экстралингвистическими факторами. Систематизация и представление экономических терминов основываются не только на общих принципах лексикографии, но и на методических подходах, используемых при обучении русскому языку как иностранному. Особое внимание уделяется происхождению экономической лексики, которое играет важную роль в её эффективном представлении иностранным обучающимся. Педагогическая направленность словаря в значительной степени определяет принципы, по которым составляются словарные статьи.

Ключевые слова: термин; экономическая терминология; заимствования; исконно русские термины; лексикография; учебный словарь; иноязычный говорящий.

Annotatsiya. Ushbu maqolada rus tilida so'zlashmaydiganlar uchun mo'ljallangan o'quv lug'atlarida iqtisodiy terminologiyaning leksikografik tavsifi ko'rib chiqiladi. Mazkur masalaning dolzarbligi ham lingvistik, ham ekstralingvistik omillar bilan belgilanadi. Iqtisodiy atamalarning tizimli tarzda berilishi nafaqat umumiy leksikografik tamoyillarga, balki rus tilini chet tili sifatida o'qitishda qo'llaniladigan metodik yondashuvlarga ham asoslanadi. Iqtisodiy leksikaning kelib chiqishiga alohida e'tibor qaratilib, bu ularni xorijiy talabalar uchun samarali taqdim etishda muhim ahamiyat kasb etadi. Lug'atning pedagogik yo'nalishi ko'p jihatdan lug'at maqolalarini tuzish tamoyillarini belgilaydi.

Kalit so'zlar: termin; iqtisodiy terminologiya; o'zlashma so'zlar; asl ruscha terminlar; leksikografiya; o'quv lug'ati; ona tili rus tili bo'lmagan so'zlovchi.

Introduction. In the context of globalization, economic terminology plays an important role in professional communication. For foreign students studying economics in a non-native language, understanding and using specialized terms is essential for academic and professional success. Therefore, the study of how economic terminology is presented in learner's dictionaries remains relevant.

Research and methodology. Teaching a professional discipline to foreign students necessarily involves mastering specialized terminology, which forms the basis of

professional competence. The development of an active terminological vocabulary requires a specific methodological approach to the description and presentation of terms as lexical units. This is due to the fact that professional vocabulary functions as the main means of communication within a particular field and serves as a universal tool for interaction among specialists. From the perspective of lexicography, economic terminology is of particular interest. According to linguistic research, borrowed terms constitute approximately 18.8% of economic vocabulary, while native Russian terms account for 81.2%. This ratio makes it essential to determine effective principles for describing economic terms for non-native speakers, relying both on general linguistic theory and on methods of teaching Russian as a foreign language. The central concept of this study is the notion of the term.

Results. In linguistic literature, terms are generally understood as words or word combinations that denote specialized concepts and are characterized by semantic precision, systematic organization, and a tendency toward unambiguity within a particular field of knowledge. Various linguistic sources emphasize similar features of terms. They highlight that a term precisely names a concept, reflects its essential characteristics, and functions within a specific scientific or professional system. Terminological units are typically stylistically neutral, lack emotional coloring, and are defined within a clearly structured conceptual framework. Based on these definitions, it can be concluded that the defining characteristics of a term include its association with a specific field of knowledge, semantic accuracy, and monosemy within a terminological system. These features should be taken into account when describing terms in a dictionary. Of particular importance in lexicographic practice is the semantic aspect of a term, as it determines both its field-specific meaning and its place within the overall system of concepts. Scholars emphasize that a term cannot be described in isolation; instead, it must be presented as part of a broader conceptual network. Thus, lexicographic description requires a systematic approach that reflects logical and conceptual relationships within a terminological system. Another significant aspect of economic terminology is its origin. While the core vocabulary of the Russian language consists primarily of native words, the economic sublanguage demonstrates a strong tendency toward borrowing. This is explained by the need for precision, international standardization, and the absence of exact Russian equivalents for certain concepts. Researchers distinguish between extralinguistic and intralinguistic reasons for borrowing. Extralinguistic factors include economic, political, and cultural interactions between countries, as a result of which new terms enter the language together with the concepts they denote. Intralinguistic factors are related to linguistic economy and the need for more accurate conceptual differentiation. Economic processes are constantly evolving, both nationally and globally, which leads to the continuous emergence of new concepts and, consequently, new terms. This dynamic nature of economic terminology further increases the importance of its systematic

lexicographic description. Alongside borrowed vocabulary, native Russian terms also play a significant role in economic discourse. Many of these terms originate from general vocabulary but acquire specialized meanings in professional contexts through the process of terminologization. This makes their lexicographic description particularly complex, as it requires distinguishing between general and specialized meanings. The study of terminologization is essential for identifying semantic differences between everyday words and their terminological uses. It also allows researchers to address issues of polysemy, homonymy, and semantic development within professional vocabulary. It is important to note that the target audience of a learner's dictionary consists of non-native speakers. Therefore, the description of economic terminology must take into account not only linguistic factors but also methodological principles of teaching Russian as a foreign language. In this context, the pedagogical function of the dictionary becomes especially significant. Modern lexicographic theory identifies several key functions of a dictionary, including reference, systematizing, normative, and pedagogical functions.

The study of economic terminology in learner's dictionaries demonstrates that lexicographic treatment of specialized vocabulary requires a balanced integration of terminological precision and pedagogical accessibility. Unlike general vocabulary, economic terms are conceptually dense, context-dependent, and often embedded within broader theoretical frameworks. Therefore, learner's dictionaries must not only provide accurate definitions but also ensure cognitive clarity through simplified explanations, structured semantic presentation, and contextual exemplification.

The analysis shows that effective lexicographic representation of economic terminology depends on several key factors: definitional transparency, frequency-based selection, corpus-informed examples, pragmatic labeling, and cross-referencing of related concepts. Pedagogically oriented dictionaries tend to adapt technical definitions into controlled defining vocabularies, which enhances comprehensibility for non-native learners without sacrificing conceptual accuracy. This demonstrates the shift from purely descriptive lexicography toward user-oriented lexicographic design.

Moreover, the pedagogical function of learner's dictionaries extends beyond meaning explanation. They serve as mediators between academic economic discourse and language acquisition processes. Through usage notes, collocational patterns, grammatical information, and domain labels (e.g., "economics," "finance," "business"), dictionaries support both receptive and productive competence in ESP (English for Specific Purposes) contexts.

The findings confirm that modern learner's lexicography increasingly relies on corpus linguistics and cognitive-semantic principles. Economic terminology is no longer treated as static terminology but as dynamic lexical units functioning within authentic discourse. Consequently, learner's dictionaries contribute not only to vocabulary expansion but also to conceptual literacy in economics.

Conclusion. In learner's dictionaries intended for foreign students, the pedagogical function plays a leading role, as it ensures effective comprehension and practical use of terminology. In conclusion, the relevance of describing economic terminology in learner's dictionaries for non-native speakers is determined by several factors: the key role of terminology in professional communication; the growing number of borrowed terms in the economic sphere; and the need to integrate lexicographic principles with teaching methodology. A learner-oriented approach to the description of economic terms contributes to the successful formation of professional competence in foreign students.

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