

USING CORRECTLY WITH VOCABULARY BOOKS

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Annotatsiya: Ushbu maqola lug‘at kitoblar haqida va ulardan qanday foydalanish kerakligi, shevaga xos so‘zlar haqida umumiy ma’lumotlar keltirilgan.

Kalit so‘zlar: Lug‘at, shevaga xos so‘zlar, mental leksika, konstruktsiya.

Abstract: This article provides general information about dictionaries, how to use them, and dialectal words.

Key words: Dictionary, dialectal words, mental lexicon, construction.

Аннотация: В этой статье представлена общая информация о словарях, о том, как ими пользоваться, и о диалектных словах.

Ключевые слова: словарь, диалектные слова, мысленная лексика, конструкция.

The mental lexicon is defined as a mental dictionary that contains information regarding a word, such as its meaning, pronunciation, and syntactic characteristics.

The mental lexicon is a construct used in linguistics and psycholinguistics to refer to individual speakers' lexical, or word, representations. However, there is some disagreement as to the utility of the mental lexicon as a scientific construct.

The mental lexicon differs from the lexicon more generally in that it is not just a collection of words; instead, it deals with how those words are activated, stored, processed, and retrieved by each speaker. An individual's mental lexicon changes and grows as new words are learned and is always developing, but there are several competing theories seeking to explain exactly how this occurs. Some theories about the mental lexicon include the spectrum theory, the dual-coding theory, Chomsky's nativist theory, as well as the semantic network theory. Neurologists and neurolinguists also study the areas of the brain involved in lexical representations.

Recent studies have also shown the possibility that the mental lexicon can shrink as an individual ages, limiting the number of words they can remember and learn. The development of a second mental lexicon (L2) in bilingual speakers has also emerged as a topic of interest, suggesting that a speaker's multiple languages are not stored together, but as separate entities that are actively chosen from in each linguistic situation.

Although the mental lexicon is often called a mental "dictionary", in actuality, research suggests that it differs greatly from a dictionary. For example, the mental lexicon is not organized alphabetically like a dictionary; rather, it seems to be organized by links between phonologically and semantically related lexical items. This is

suggested by evidence of phenomena such as slips of the tongue, for instance replacing anecdote with antidote.

While dictionaries contain a fixed number of words to be counted and become outdated as language is continually changing, the mental lexicon consistently updates itself with new words and word meanings, while getting rid of old, unused words. The active nature of the mental lexicon makes any dictionary comparison unhelpful. Research is continuing to identify the exact way that words are linked and accessed. A common method to analyze these connections is through a lexical decision task, in which participants are required to respond as quickly and accurately as possible to a string of letters presented on a screen to say if the string is a non-word or a real word.

In the sample model of the mental lexicon pictured to the right, the mental lexicon is split into three parts under a hierarchical structure: the concept network (semantics), which is ranked above the lemma network (morphosyntax), which in turn is ranked above the phonological network. Working in tandem with the mental lexicon, in particular with the phonological network, is the mental syllabary, which is responsible for activating articulatory gestures in response to the phonological network. According to the theory which this diagram illustrates, different components both within and outside of the mental lexicon are linked together by neural activations called S-pointers, which form pathways together with large clusters of neurons called buffers (e.g. "concept production" and "word audio" in the diagram).

One theory about the mental lexicon states that it organizes our knowledge about words "in some sort of dictionary." Another states that the mental lexicon is "a collection of highly complex neural circuits". The latter, semantic network theory, proposes the idea of spreading activation, which is a hypothetical mental process that takes place when one of the nodes in the semantic network is activated, and proposes three ways this is done: priming effects, neighborhood effects, and frequency effects, which have all been studied in depth over the years.

Priming is a term used in lexical decision tasks that accounts for decreased reaction times of related words. Interchangeable with the word "activation" in many cases, priming refers to the ability to have related words assist in the reaction times of others. In the example above, the word bread "primed" butter to be retrieved faster.

Neighborhood effects refer to the activation of all similar "neighbors" of a target word. Neighbors are defined as items that are highly confusable with the target word due to overlapping features of other words. An example of this would be that the word "game" has the neighbors "came, dame, fame, lame, name, same, tame, gale, gape, gate, and gave," giving it a neighborhood size of 11 because 11 new words can be constructed by only changing 1 letter of "game". The neighborhood effect claims that words with larger neighborhood sizes will have quicker reaction times in a lexical

decision task suggesting that neighbors facilitate the activation of other neighborhood words.

Frequency effects suggest that words that are frequent in an individual's language are recognized faster than words that are infrequent. Forster and Chambers, 1973, found that high frequency words were named faster than low frequency ones, and Whaley, 1978 found that high frequency words were responded to faster than low frequency ones in a lexical decision task.

In the spectrum theory, at one end "each phonological form is connected to one complex semantic representation", at the opposite end, homonyms and polysemes have their "own semantic representation[s]". The middle of the spectrum contains the theories that "suggest that related senses share a general or core semantic representation". The "dual coding theory (DCT)" contrasts multiple and common coding theories. DCT is "an internalized nonverbal system that directly represents the perceptual properties and affordances of nonverbal objects and events, and an internalized verbal system that deals directly with linguistic stimuli and responses". Others work around Chomsky's theory that "all syntactic and semantic features are included directly in the abstract mental representation of a lexical word".

Alternative theories

Not all linguists and psychologists support the mental lexicon's existence and there is much controversy over the concept. In a 2009 article, Jeffrey Elman proposes that the mental lexicon does not exist at all. Elman suggests that because context, both linguistic and nonlinguistic, is fundamentally inseparable from language, the human mind should be viewed more holistically when discussing the storage of lexical information. In Elman's view, this is a more realistic approach than assuming that the mental lexicon stores every minute contextual detail about every single lexical item. Elman states that words are not observed "as elements in a data structure" that are "retrieved from memory, but rather as stimuli that alter mental states".

Conclusion.

In conclusion, we can say that, Most speakers of American English are aware of some uniquely British terms. It is generally very easy to guess what some words, such as BrE "driving licence", mean, the AmE equivalent being "driver's license". However, use of many other British words such as naff (slang but commonly used to mean "not very good") are unheard of in American English.

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