

THE ROLE OF DICTIONARIES AND GLOSSARIES IN PROFESSIONAL LINGUISTIC EDUCATION

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Abstract. The article deals with the issue of developing future English teachers', translators' and interpreters' competence of working with dictionaries and glossaries. The primary focus is on choosing lexicographic resources, their adaptation, and introduction of creative assignments connected with the use of dictionaries. The author uses an interdisciplinary approach combining the issues of education, methods of language teaching, lexicography, lexicology, terminological studies, and phraseology. The practical research data were collected via methods of observation, analysis and student survey. Acquainting students with the concepts of lexicography and history of lexicography in different countries contributes to the development of theoretical knowledge in linguistics. Encouraging students to explore various dictionaries, to describe and analyze their mega-, macro-, medio- and micro-structure makes students more competent in using dictionaries and enhances their professional knowledge and skills. Lexicographic resources serve as material for students' research work aimed to analyze language phenomena. Dictionaries and glossaries are a tool for developing students' creative skills, their abilities to analyze, compare and contrast, to conduct independent work, and to personalize their learning. Selecting vocabulary for the lexical minimum in the form of academic glossaries is necessary in teaching subjects related to Languages for Specific Purposes and special texts translation. Compiling glossaries by students enriches their lexicological knowledge according to their personal cognitive needs and interests. Students' experience in such activities and the challenges they come across may become subject for discussion at language, linguistics and translation classes. The practical value of the article consists in the fact that it contains a guide on the use of dictionaries and glossaries in the process of professional training of future linguists.

Key words: linguistic education; students; training future teachers; teachers of English; training translators; lexicography; dictionaries; work with dictionary; glossaries; work with glossary; lexicographical resources; foreign languages

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РОЛЬ СЛОВАРЕЙ И ГЛОССАРИЕВ В ПРОФЕССИОНАЛЬНОМ ЛИНГВИСТИЧЕСКОМ ОБРАЗОВАНИИ

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Аннотация. В статье рассматривается вопрос о развитии компетенции работы со словарями и глоссариями у будущих учителей английского языка, письменных и устных переводчиков. Основное внимание уделяется проблеме выбора лексикографических ресурсов, их адаптации, внедрению творческих заданий, связанных с использованием словарей. Автор использует междисциплинарный подход, объединяющий вопросы педагогики, методики преподавания языка, лексикографии, лексикологии, терминоведения, фразеологии. Данные для исследования были собраны методами наблюдения, анализа и опроса студентов. Знакомство студентов с понятиями лексикографии, историей лексикографии в разных странах способствует формированию теоретических знаний по лингвистике. Поощрение к изучению различных словарей, описанию и анализу их мега-, макро-, медиа- и микроструктуры делает студентов более компетентными в использовании словарей и расширяет их профессиональные знания и навыки. Лексикографические ресурсы служат материалом для научно-исследовательской работы студентов по анализу языковых явлений. Словари и глоссарии являются инструментом развития творческих способностей учащихся, способностей к анализу, сравнению и сопоставлению, самостоятельной работе и персонализации. Подбор лексики для лексического минимума в форме академических глоссариев необходим при преподавании предметов, связанных со специальными языками и переводом специальных текстов. Самостоятельное составление глоссариев обогащает лексические знания обучающихся, исходя из их личных познавательных потребностей и интересов. Опыт студентов в таких видах деятельности, проблемы, с которыми они сталкиваются, являются предметом обсуждения на занятиях по языкам, лингвистике и переводу. Практическая ценность статьи заключается в том, что в ней предложены рекомендации по использованию словарей и глоссариев в процессе профессиональной подготовки лингвистов.

Ключевые слова: лингвистическое образование; студенты; подготовка будущих учителей; учителя английского языка; подготовка переводчиков; лексикография; словари; работа со словарем; глоссарии; работа с глоссарием; лексикографические ресурсы; иностранные языки

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Introduction

Professional linguistic education presupposes introducing both theoretical knowledge of language and practical skills. Work with dictionaries and glossaries is evidently unavoidable when studying foreign languages. But when languages and linguistics are studied professionally, for future English teachers, translators, and interpreters, it is important to become advanced users of dictionaries. Compiling glossaries in professionally oriented areas of translation and intercultural communication and the ability to work with electronic dictionaries and other electronic resources to solve linguistic problems are competences essential for certified linguists.

Within this research we consider teaching students of two training profiles – “Translation and Translation Studies” and “Theory and Methods of Teaching Foreign Languages and Cultures” in the “Linguistics” field of study. All language subjects are studied by both groups of students, basic translation related subjects are also introduced to both profiles. Therefore, we regard future teachers, interpreters and translators as equally prepared to work with lexicographic resources while studying, doing research work and in their further professional career. Moreover, the situation in the labour market makes students get ready to be flexible in their career expectations and combine two or more jobs. Thus, the ability to work with glossaries and dictionaries for completing various linguistic tasks is an obligatory competence for any professional linguist. Professional linguistic education presupposes the existence of a corresponding methodology, which would not only instruct students to use dictionaries professionally, but also introduce students to lexicographic theory and practice.

Lexicographic resources possess complex nature within professional linguistic education. Firstly, dictionaries and glossaries are regarded as training tools for linguists as they are referred to in the routine academic activity. Secondly, dictionaries and glossaries are viewed as reference and information tools for the future professional activities of translators and foreign language teachers. Certified specialists tend to refer to lexicographic resources because of different factors: continuous language change and enrichment, semantic peculiarities of language material, necessity to make up their own data bases. Work with glossaries and dictionaries within the academic activity of linguistic students, i.e. studying the theoretical basics of lexicography and doing related assignments, make up the subject of this research.

Nowadays it is hard to overestimate how the computer technologies are influencing academic process, and in linguistic education they are influencing the way students learn foreign languages, translate texts, and in particular how they organize their work with dictionaries. Introduction of on-line dictionaries in learning foreign languages is essential for effectiveness of new approaches in learning and teaching, especially in autonomous learning [Udina 2018: 9391].

One of successful examples is an interactive topical learner's idiom dictionary on the corporate Moodle platform “Electronic SUSU 2.0” [Stavtseva, Volkova 2022]. Appropriate aids and materials, methods and approaches should be employed by university lecturers so that students could be ready to work effectively with dictionaries not only within the academic process, but also in their future career while translating texts and organizing their own teaching process.

Theoretical framework

Development and achievements of linguistics influence the process of language teaching, which is especially important for professional linguistic education. Lexicography is viewed as “a social and practical area related to the analysis and development of dictionaries that can meet the communication needs of a specific type of user that faces problems related to a particular type of situation” [Campoy-Cubillo, Krajka 2020: 1833]. Nowadays the work on the lexicographic description of words is one of the leading applied tasks of linguistics. Therefore, the creation of language databases, glossaries, text corpora, multimedia dictionaries, frequency dictionaries as products of modern applied linguistics are widely introduced into foreign language teaching.

Use of dictionaries in academic process is described in publications in many aspects. For example, comparing dictionaries with different intended users [Andriani, Bram 2022]; analyzing the role of thematic dictionaries in foreign language teaching [Atmaca, Saraç 2021]; studying the use of mobile dictionaries in vocabulary teaching [Aslan 2016]; describing the general concept, organization and linguodidactic capabilities of a lexicographic-type teaching aid [Vorobyev, Nizamutdinova 2023]; describing the technology of applying methods of electronic lexicography to teaching foreign language for professional purposes [Goncharenko, Lyalin 2023]. O. L. Kramarenko, O. Yu. Bogdanova emphasize the role of cultural lexicography issues in modern dictionary science, focusing on the increasingly relevant relationship between language and culture that is significant for bilingual educational dictionaries [Kramarenko, Bogdanova 2021]. Reflecting the current global status of English in modern learner's dictionaries is investigated in the research by G. N. Lovtsevich and A. A. Sokolov [2020]. The lexicographic paradigm is changing due to the intensive development of new information technologies and digitalization which inevitably influences the lexicographic work [Karpova 2022]. Researchers tend to profoundly analyse specific aspects of using lexicographic resources emphasizing current trends and changing needs of modern students. Scholars' attention to the role of dictionaries in language teaching and learning is explained by the necessity to create a conception of dictionary use, which would take into account the students' competences, educational aims and aids, types of lexicographic resources.

A definite place in research works on lexicogra-

phy and language teaching belongs to the role of language corpora. It is viewed as a tool for developing students' motivation, formation of their autonomous learning abilities, self-discovery, providing authentic context to obtain the words semantics and grammar patterns [Gizatova et al. 2020]. Corpora provide checking variants of linguistic units, their frequency, morphological and syntactic features, specifics of the unit's combinatorics. Combining the use of dictionaries with the use of corpora makes the study of lexis more effective, as it increases the value and validity of information due to a reliable source base.

Introducing practical lexicographical tasks promotes to developing students' creative skills. The lexicographic activity is regarded as a way to implement an authentic assessment of the formed professional competencies of philology students [Bodony 2022]. Thus, practical assignments on lexicography not only enhances students' background, but enriches their professional erudition.

Theoretical aspect of lexicography in professional linguistic education

Lexicography is closely connected with other branches of linguistics, included into the curriculum as separate subjects, such as *Lexicology*, *Terminological Studies*, *Phraseology*, *Theoretical Phonetics*, *Theoretical Grammar*, *Stylistics*. Such disciplines are interconnected, as they touch upon different concepts of the language theory. Mastering these branches of linguistics students learn extensively such basic terms and concepts as *lexeme*, *morpheme*, *word class*, *word family*, *semantic field*, *term*, *phrase*, *fixed expression*, *metonymy*, *metaphor*, *synonymy*, *paronymy*, *polysemy*, *homonymy*, *style*, *register*, *abbreviation*, *euphemism*, etc. On the one hand, broad and deep knowledge of language phenomena and understanding the nature of language influence students' skills of using dictionaries. On the other hand, regular work with dictionaries contributes to students' better knowledge of language and understanding language mechanisms, from both theoretical and practical sides.

Wide use of dictionaries in the academic process presupposes learning the basics of lexicography. Getting acquainted with any field of linguistics starts with the introduction of its main terms and concepts. As for lexicography, the key of them are as follows: (*dictionary*) *entry*, *headword*, *label*, *transcription*, *definition*, *translation equivalent*, *metalanguage*, *example*, *reference*. In the modern lexicographic paradigm, a dictionary is viewed as a multistructural organization characterized by a complex hierarchical structure [Ssorina 2011]. Students of linguistics major are expected to consider a dictionary accordingly, taking into account its four structural levels: 1) *megastructure*, i.e. the format for organizing such parts of the dictionary as a table of contents, introduction, user's guidelines, corpus, appendix, list of sources; 2) *macrostructure*, i.e. the format of vocabulary organization in the dictionary (corpus); 3) *mediostucture* presented in the system of links within the dictionary; 4) *microstructure*, i.e. the format for organizing the components of a dictionary entry.

Another problem which can be raised is dictionaries' classification or typology. The variety of dictionaries

serve a number of linguistic functions, such as presentation of spelling and orthoepic norms, morphological, syntactic and stylistic characteristics, indication of the etymology, semantics, pragmatics, and combinatorics of the described unit. The type of dictionary is determined in accordance with the goals, material, principles of its presentation, approaches to the interpretation of words, the volume and content of the information provided. Students are expected to choose a dictionary according to their professional needs, solving different professional tasks. To classify dictionaries, different criteria are regarded: number of languages, vocabulary coverage, volume, presentation, functional orientation, culturological aspect, etc. Thus, a future professional English teacher, translator or interpreter is supposed to know the main features of the following types of dictionaries: *diachronic dictionary*, *synchronic dictionary*, *cultural dictionary*, *dialect dictionary*, *didactic dictionary*, *academic dictionary*, *active dictionary*, *passive dictionary*, *monolingual dictionary*, *bilingual dictionary*, *multilingual dictionary*, *language / linguistic dictionary*, *encyclopedic dictionary*, *terminological dictionary*, *phraseological dictionary*, *slang dictionary*, *onomastic dictionary*, *etymological dictionary*, *grammar dictionary*, *illustrated dictionary*, *phonetic / pronouncing dictionary*, *pocket dictionary*, *regional dictionary*, *reverse-order dictionary*, *synonym dictionary*, *usage dictionary*, *thesaurus*.

In our opinion, special attention is to be paid to terminological dictionaries. This is due to the fact that the university curriculum under study includes subjects related to Language for Specific Purposes, such as *Business Communication*; *Translation of Texts Related to Biomedicine*; *Translation of Texts Related to Oil-and-Gas Industry*; *Military Terminology: Translation Features*; *Translation of Texts Related to Sport and Tourism*; *Translation of Texts Related to Forestry and Agriculture*; *Translation of Texts Related to Art*; *Translation of Texts Related to High Tech*; *Translation of Texts Related to Bioengineering*; *Translation of Texts Related to Auto and Aircraft Industry*; *Translation of Texts Related to Construction, Architecture and Design*; *Translation of Technical Texts*. Learning such subjects presupposes consulting terminological dictionaries, which are products of terminological lexicography (terminography). This branch of lexicography is aimed at a systematic description of the exact names of special (specialized) concepts and phenomena within a particular field of knowledge or activity. Lecturers' task is to explain to the students that terminography is not aimed at creating new terminological units, but at preventing wrong use, understanding and translation of existing ones through the compilation of glossaries of terms within a given branch of knowledge. It is advisable to pay attention to the fact that definitions of words in special dictionaries don't coincide with their definitions in general dictionaries. Terminological dictionaries can be of an encyclopedic nature: the definitions of terms resemble descriptions of the corresponding extralinguistic objects. Terminological systems act as "knowledge banks" that can serve as a basis for acquiring knowledge. This leads to getting extralinguistic knowledge, enriching background and experience. Terminological database is regarded as "one of the tools to assimilate technical / scientific

knowledge, which is necessary for language students in the process of teaching scientific and technical translation" [Fedyuchenko 2017: 56]. The cognitive approach to the study of terminology has a dual purpose: on the one hand, it seeks to give a systematic description of names (terms), and on the other hand, it provides us with a hierarchy of concepts that reflect our knowledge of things themselves. In bilingual terminology, linguists are engaged in a comparative analysis of terminologies that exist in the lexical systems of two languages. Finding terminological equivalents or analogues in different languages requires knowledge of the features of terminological systems based on different national languages, as well as knowledge of various directions, theories and ideas. False friends of the translator are also studied, a set of exercises are worked out with reference to the corresponding dictionaries. Such lexemes can be classified into two main groups. The first group includes words which are similar in form but completely different in meaning. E.g.: **benzene** бензол (but not бензин); **clay** глина, глинозем; ил, тина; тело, плоть; глиняная трубка (but not клей); **fabric** ткань, текстура, материя, материал; изделие, фабрикат; выделка; структура, строение, устройство; сооружение, здание, остов (but not фабрика); **parol** устное показание, заявление (but not пароль); **resin** смола; канифоль; камедь (but not резина). The second group contains words which are not fully interchangeable though there are common elements in their semantics: **apparatus** прибор, инструмент; машина; механическое устройство; установка; приспособление (but not only аппарат or аппаратура); **block** корпус; квартал домов (but not only блок); **film** пленка; легкий слой; оболочка; перепонка; фотопленка, кинопленка; тонкая нить (but not only фильм); **plaster** штукатурка (but not only пластырь); **structure** здание, сооружение, строение; устройство (but not only структура); **tank** цистерна, бак, резервуар; искусственный или естественный водоем (but not only танк). Even if the term comes from an international root, its meaning is unique in each language and requires a lot of attention and detailed study before it can be presented lexicographically.

Computer and Internet Technologies are influencing our life in all spheres. They are widely penetrating the traditional sphere of lexicography, compiling dictionaries, replacing the traditional paper printed books and cards and introducing new methods and possibilities into the technology that has been established for centuries. The use of a computer opens up more possibilities for lexicography than it would do without it. Modern students feel advanced in using on-line resources including dictionaries. However, much attention should be paid to teach them use such resources correctly, critically analysing the information they get there, checking facts and choosing which resources are appropriate in concrete situations and contexts.

Getting knowledge of lexicography within professional linguistic education presupposes studying the following: 1) the history of lexicography of the native country and that of Great Britain and the USA (or depending on the studied language); 2) the principles

of compiling dictionaries; 3) the typology of dictionaries; 4) the basic features of descriptive and prescriptive lexicography, general and special lexicography, bilingual lexicography, terminological lexicography, phraseological lexicography, slang lexicography; 5) the dictionary structure (mega-, macro- and mediostucture), the structure of the dictionary entry (microstructure); 6) the specifics of electronic dictionaries. Comprehension questions and topics for discussion concern the following points: the purposes of lexicography; ways of lexemes arrangement in dictionaries; ways to represent synonyms, homonyms and polysemous words in dictionaries; difficulties in finding terminological equivalents or analogues across different languages; factors which a dictionary entry structure depends on.

Practical assignments related to using dictionaries

One of the most important practices in working with dictionaries is analysing dictionaries' structures of the four levels mentioned above. To improve students' abilities for analysis, to make their knowledge of lexicography more profound, to encourage them to be more conscious dictionary users, it is useful to suggest analytical tasks. The first kind of task is describing, comparing and contrasting dictionary entries of the same word in several dictionaries. It can be done with dictionaries in the first or second language. The same can be suggested with electronic dictionaries separately in order to emphasize their advantages and peculiarities. The second kind of assignment is describing all the four structures of a dictionary (monolingual and/or bilingual), giving some comments from a user's point of view. Another type of task is connected with terminological dictionaries. Students are supposed to choose one definite sphere and make a report concerning several dictionaries representing its terminology. One more kind of assignment is a creative one. Students are given a task to make a dictionary conception of their own, present a project describing all the features of a dictionary. An interesting assignment is connected with using a national language corpus. Each student chooses one word or phrase and decides how to use the data of the corpus while making up a corresponding dictionary entry. Such kind of data may be useful to decide how to represent a lexeme, its variants, how many example sentences to choose and what kind of them are preferable, which word groups should be included into the dictionary.

Observation shows that students are not always good at understanding labels, such as regional labels, register labels, semantic labels, status labels, subject labels, usage labels, etc. For example: **BrE** – *British English*; **AmE** – *American English*; **C** – *countable noun*; **U** – *uncountable noun*; **I** – *intransitive verbs that have no direct object*; **T** – *transitive verbs that have a direct object*. Therefore, except giving examples of such labels and explaining their meaning, the following type of exercise is suggested: labels are deleted from a dictionary entry and students have to complete the gaps in the dictionary entry putting these deleted labels. The next type of exercise is as follows: students are given cards with polysemous words with definitions in all the

meanings, examples, grammatical and stylistic features where necessary. Students are to make up dictionary entries of these words putting the order of meanings from the general one to more specific. In order to analyse the difference of approaches in defining a word it is recommended to compare how the same word is represented in dictionary entries from an encyclopaedic dictionary and a linguistic dictionary.

Test exercises on lexicography may include the following ones: defining which kinds of dictionaries the entries belong to (e.g. bilingual dictionary, dictionary of abbreviations, monolingual English dictionary, dictionary of "False Friends", thesaurus); matching the extracts from the dictionary entry with the information they provide (headword, part of speech, pronunciation, definition, example sentence, etc.); finding an equivalent of a terminological group in a bilingual dictionary identifying a keyword, which is usually a noun.

The challenges the lecturers teaching linguistic subjects face are as follows: students' unwillingness to check pronunciation, meaning and translation of lexemes in dictionaries; students' reliance on their background knowledge and intuition dealing with new lexis; lack of motivation to study the information given in the dictionary paying attention to all the details; choosing only well-known on-line interactive dictionaries.

Practical assignments related to using and compiling glossaries

Glossary is regarded as "a type of reference work which lists a selection of words or phrases, or the terms in a specialised field, usually in alphabetical order, together with minimal definitions or translation equivalents" [Hartmann, James 2002: 63].

Glossaries are included into digital educational resources widely used in linguistic training at Kazan Federal University. Glossaries are obligatory elements of digital educational resources alongside the materials of lectures and practical classes, slideshows, guidelines for students, comprehension and discussion assignments, practical tasks, online tests, forums, lists of recommended literature and references. There are two types of glossaries: 1) glossaries of theoretical courses which are meant to explain their key concepts; 2) topical glossaries of practical academic subjects.

Future English teachers get acquainted with a wide range of educational concepts. A special example of a glossary used by this group of students is the TKT Glossary of English Language Teaching (ELT) Terminology¹. There are a number of terms which students usually regard as unfamiliar as there are no equivalents in their first language or they are not evident or widely used. For example, *jigsaw listening/reading*; *mingle*; *scaffolding*; *settler*; *syllabus fit*, etc. Therefore, it is very important to study detailed definitions of these terms.

Academic subjects related to translation are studied both by future teachers and future translators / inter-

preters. Compiling a bilingual glossary of terms may be one of the final assessment tasks when studying a practical subject, for example *Practical Course of Translation*. Such a glossary normally contains 100 terminological units in alphabetical order. Students include the lexis, which they regard as new personally for them. For example, students interested in legal terminology include the following terms into their glossary: *assault*, *blackmail*, *bribery*, *burglary*, *felony*, *fraud*, *perjury*, *probation*, *prosecution*, etc. If the academic subject presupposes working with texts related to a particular sphere, the theme of the glossary is definite. For example, *Translation of Texts related to Sports and Tourism*. The assessment criteria are: the choice of lexical units and layout, and further checking of students' knowledge. The lexemes included into glossaries should correspond to the student's level of English (B2–C1) and possess frequency of functioning.

While writing a research work, students also often deal with glossaries. Finding lexical and textual material is normally the first step in the research. Therefore, they are expected to find, organize and represent it appropriately as an appendix to their research. Unfortunately, students' research works connected with lexicography itself are very rare, but complexity of this branch of linguistics can give many ideas for students and their research supervisors. For example, it could be interesting to study the experience of medical lexicography, legal lexicography, musical lexicography, technical lexicography, theatre lexicography, etc.

Survey methodology: participants, instrument and results

60 students, 52 females and 8 males, from 5 groups of the Master courses of Kazan (Volga Region) Federal University, Kazan, Russian Federation, were invited to participate in the questionnaire. The students' major is Linguistics. All of the respondents learn the English language as a second language and one or two additional European or Oriental languages.

The survey hypothesis was formulated in the following way: *Modern students tend to use quick access lexicographic resources when completing routine practical tasks and pay attention to the key information about the words in the dictionary ignoring details*. The instrument employed within this research was the questionnaire containing four questions aimed at getting feedback from the respondents. The main objectives of this questionnaire were: 1) to discover how students understand the role of dictionaries in their education and self-education; 2) to identify students' preferences in terms of choosing dictionaries; 3) to understand what kind of support students need in working with dictionaries; 4) to find out students' creative ideas concerning compiling dictionaries of their own. These objectives predetermined the formulation of the questions: 1) *How often and what for do you consult dictionaries?* 2) *What kind of dictionaries do you use?* 3) *What challenges do you face consulting dictionaries?* 4) *If you had to compile a dictionary, what would it be?* The task was to share experience and preferences giving an open answer for each question.

In this questionnaire, the students were expected

¹ Teaching Knowledge Test Glossary. URL: <https://www.cambridgeenglish.org/Images/22184-tkt-glossary-document.pdf> (mode of access: 02.02.2024).

to give free answers, as detailed, as they preferred. The respondents could give any comments concerning the topic. Thus, the data of the research could be more multi-sided and objective. Analysing the answers was aimed at grouping similar ones to find out tendencies and interpret the view and opinions of the respondents. The answers were exposed to content and statistical analysis.

Concerning the frequency of using dictionaries, 50 % of respondents answered that they use them every day. Quarter of respondents answered that they consult dictionaries often, and the rest (25 %) use them rarely. Students' needs for using dictionaries are pre-determined by learning, job and research work. For example, working with texts, lexical materials, making up exercises and tasks for school students and checking them. As for the purposes, finding the meaning of an unfamiliar word is the most popular answer (75 %), which was obvious and expected. Among other purposes the following ones were mentioned: checking spelling; determining contextual meaning; finding interlanguage equivalents, synonyms, polysemous words, collocations and idioms; enriching active vocabulary; making up glossaries for learning.

According to their answers, students use a wide range of dictionaries: translation dictionaries (on-line included) (62,5 %); monolingual dictionaries of both native and studied languages (37,5 %); orthographic dictionaries (25 %); terminological dictionaries (20 %); phraseological dictionaries (15 %); orphoepic dictionaries (12 %); historical dictionaries (12 %).

Among the difficulties which students face while using dictionaries the most popular one is understanding labels and different indicators, especially abbreviations and references, which was indicated by half of respondents. The other problems mentioned were the following ones: understanding the dictionary structure; understanding definitions; absence of contexts. Some students emphasized that working with etymological dictionaries is quite challenging because of abundance of special labels. Most students highlight the importance of studying the preface and user's guidelines in the dictionary.

Answering the fourth question, each student gave their own ideas, which were unique in each case. Among the most interesting projects are the following ones: IT Slang Dictionary; Dictionary of Chinese Phraseologisms; Dictionary of Scientific Lexis; Modern Cooking Dictionary; Dictionary of Rare Words; Slang and Terminological Dictionary of Martial Arts; Dictionary "For Parents"; Interactive Etymological Dictionary with historical and cultural information about the word; Dictionary for Public Officers including official language and slang words; Dictionary of NLP Terms. Each of the students suggested their own conception of the dictionary which described its uniqueness after analysing whether there exist dictionaries of this kind and what their peculiarities are. Students are mostly oriented on corpus-based approaches, which is predetermined by functional usefulness of suchlike dictionaries. Focus on terminological dictionaries is

explained by students' desire to study the corresponding field and represent the system of concepts lexicographically.

Conclusion

The analysis of the curriculum content indicates that professional linguistic education gives proper opportunities to teach and learn theoretical basis of lexicography and become an experienced and knowledgeable dictionary user. All the academic subjects related to languages and linguistics, whether they are devoted to language practice and communication, theory of language, translation theory and practice, or research work, open excellent opportunities to extensive use of dictionaries and glossaries. The assignments suggested to students depend on the aims and content of the subject. The same concerns choosing methods and materials lecturers employ giving tasks related to consulting dictionaries and using / compiling glossaries.

Effective work with dictionaries might be based on a number of principles of organizing the academic process: choosing dictionaries of high quality which have a developed structure; introducing various types of dictionaries into the learning process, encouraging students' personal interest in enriching vocabulary; involving students in creative work. Following these principles give students opportunities to develop their professional competences, lexical knowledge and skills, get valuable experience in using a wide range of dictionaries.

The research results show that students should be encouraged to consult dictionaries every time they doubt the word's meaning or pronunciation, to regard words as complex language items (different aspects of lexemes, semantic relationships). Devoting special assignments, classes or even academic courses to work with glossaries and dictionaries is reasonable as lexicographic products represent lexicographic traditions, which should be known by professional linguists. Doing so will neutralize the difficulties students experience using dictionaries, make them more confident users and inspire for their own lexicographic work.

Basing on the teaching experience and results of the students' survey, it is possible to conclude that appropriate reference to dictionaries gives opportunities to suggest sophisticated lexical tasks, to use higher level language for teaching and communication, to introduce students to theoretical, i.e. more complicated knowledge of lexicography. Future language teachers, translators and interpreters are expected to know the nature, history, criticism and typology of dictionaries. It is advisable to give freedom to students in terms of choosing the vocabulary (for example, the topic or sources of contexts). Electronic dictionaries and digital educational resources, being the example of modern teaching aids, are convenient for modern students. Their way of thinking, getting new knowledge is determined by computerization and it is influencing the academic environment which should be psychologically comfortable.

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