

DESIGNING AN ENGLISH-UZBEK PHRASAL VERBS DICTIONARY: A LEXICOGRAPHIC APPROACH

Ruzimov Sherali Saliyevich, PhD Student

Nukus State Pedagogical Institute

Nukus, Karakalpakstan, Uzbekistan

ABSTRACT

Phrasal verbs, integral to English yet challenging due to their idiomaticity and syntactic variability, pose significant difficulties for Uzbek learners. This study proposes a lexicographic framework, tested through sample entries, for an English-Uzbek phrasal verbs dictionary, featuring alphabetically organized entries with stress patterns, phonetic transcriptions, grammatical indicators, and contextual examples. Drawing from Oxford, Longman, and R. Courtney's dictionaries, the design categorizes phrasal verbs by transitivity, includes synonyms, antonyms, and usage notes, and aims to enhance comprehension and practical use. The approach offers a tailored resource for Uzbek speakers, with potential for broader application in bilingual lexicography.

KEYWORDS: Phrasal Verb, Particle, Lexicography, Bilingual Dictionary.

INTRODUCTION

Phrasal verbs, combining verbs with adverbs or prepositions, are a fundamental yet intricate feature of English, often bearing idiomatic meanings that diverge from their components. For bilingual learners, particularly those navigating English and Uzbek—a Turkic language with distinct grammatical structures—these verbs present unique obstacles due to their context-specific nuances and lack of direct equivalents. The absence of comprehensive bilingual tools exacerbates this difficulty, hindering effective translation and usage.

This research seeks to address these issues by developing a structured English-Uzbek phrasal verbs dictionary. The primary goal is to provide Uzbek learners with accurate translations, pronunciation aids, and contextual insights, drawing on established lexicographic practices to create a user-friendly and linguistically rich resource. By outlining a methodical approach, this study aims to improve English proficiency among Uzbek speakers and contribute to bilingual lexicographic scholarship. To tackle this, a systematic lexicographic design was developed, as detailed below.

METHODS

The development of the English-Uzbek phrasal verbs dictionary employed a systematic lexicographic process designed to balance depth and accessibility, thereby addressing the specific learning needs of Uzbek speakers.

1. Entry Design: Entries were organized alphabetically, incorporating:

- Phonetic transcriptions (e.g., /tʌtʃ/ for *touch*) and stress markers (e.g., , *touch* 'down).
- Verb conjugations (e.g., *touched*, *touching*).

- Grammatical labels (e.g., [IØ] for intransitive, [T] for transitive).
- Uzbek translations with italicized example sentences.
- Synonyms ([SYN]), antonyms ([OPP]), and usage notes (e.g., *figurative, informal*).

2. Classification: Phrasal verbs were categorized by transitivity (intransitive, e.g., *touch down*; transitive, e.g., *switch on*) and syntactic patterns (e.g., *subject-verb-object, inversion*).

3. Contextual Support: Entries included:

- Idiomatic markers (*) per R. Courtney's tradition.
- Typical subjects ([SUBJ]) and objects ([OBJ]).
- Derived forms (e.g., *touchdown* as a noun) with countability ([C,U]).
- Inversion examples (e.g., *On and on Jane went*) for grammatical nuance.

4. Sample Development: Full entries were crafted for *touch down, go on, switch on, put out, put off, get off*, and *hit off*, integrating conventions from *Oxford, Longman, and Courtney's dictionaries*.

5. Theoretical Basis: The model was informed by references such as Abduraxmonova (2017), Courtney (2000), Quirk et al. (1985), and electronic dictionaries (Merriam-Webster, Cambridge), ensuring alignment with linguistic standards.

This methodology aimed to balance depth and accessibility, meeting the specific needs of Uzbek learners.

RESULTS

The lexicographic framework generated detailed entries, as exemplified below, effectively addressing phrasal verb complexities for Uzbek learners.

One of the most prevalent types of phrasal verbs is the intransitive phrasal verb, which comprises a verb and an adverb. Below is a sample dictionary entry for the phrasal verb *touch down*. In the English-Uzbek dictionary of phrasal verbs translation of this combination is “yerga qo‘nmoq (tushmoq)” (Abduraxmonova, 2017).

touch /tʌtʃ/ *touched, touched, touching*

* **touch 'down** 1. (samolyot, kosmik kema, qayiq va b.) yerga qo‘nmoq (tushmoq): [IØ] *The spacecraft touched down on the lunar surface, (figurative) A severe thunderstorm touched down in Oklahoma, causing widespread damage to homes. [SUBJ] plane, [SYN] land. [OPP] take off.* 2. (regbi va Amerika futbolida) to‘pni raqib jamoaning darvoza chizig‘idan o‘tkazib qo‘yib ochko olish: [IØ] *The rugby player touched down right before the final whistle, [T] The rugby player touched the ball down just before the final whistle,*

[G] v + adv

► **'touchdown** n [C,U] 1. samolyot yoki kosmik kema qo‘nayotgan payt. 2. (regbida) to‘pni raqib jamoaning darvoza chizig‘i orqasidagi maydonga tushirish orqali ochko to‘plash harakati. 3. (Amerika futbolida) to‘pni olib yurish paytida raqib jamoaning darvoza chizig‘ini kesib o‘tish yoki raqib jamoaning darvoza chizig‘idan o‘tib ketganingizda to‘pni qabul qilish orqali ochko to‘plash harakati.

This entry demonstrates the structure of a phrasal verb entry in the proposed dictionary. The basic form of the main verb is provided along with its phonetic transcription to aid in pronunciation. In accordance with the conventions of the Longman Dictionary, the conjugation of the verb is indicated. The use of an asterisk (*) before the verb phrase in the subsequent line emphasizes its idiomatic nature, a practice found in R. Courtney's dictionary (Courtney, 2000). Following the construction tradition of the Oxford dictionary, the stress patterns of the phrasal

verb (primary stress indicated by ‘,’ and secondary stress by ‘’’) are presented, followed by a corresponding translation.

To prevent potential misunderstandings regarding certain usages, any explanations related to specific contexts were provided in parentheses before the translation. Each meaning includes example sentences, grammatical codes ([IØ] for intransitive, [T] for transitive), based on R. Courtney’s lexicographical tradition as “**care for** *v prep* 1. любить (кого-л. или что-л.): [IØ + *for* (*simple tenses*)] ...” [4: 88]. Based on Oxford dictionary lexicographical tradition, subject indicators ([SUBJ]) were used, facilitating correct usage. Synonyms ([SYN]) and antonyms ([OPP]) are listed for comparative understanding, respectively, based on Oxford dictionary lexicographical tradition as “**get 'on; get 'on sth** 1. (also **get 'onto sth**) <...> [SYN] **board, board sth** (*more formal*). [OPP] **get off, get off sth**” (Oxford Phrasal Verbs Dictionary for Learners of English, 2001). The derived noun *touchdown* is also included, with its meanings and grammatical notes.

The feature of changing the position of the subject and object in free combinations through inversion is typically not applicable in sentences containing phrasal verbs. Nevertheless, the boundary between a free combination and a phrasal verb remains somewhat abstract.

For example, inversion can occasionally be observed in phrases when the particle is repeated according to an iterative coordination pattern. To illustrate this, let us examine a recommended dictionary entry for the phrasal verb *go on*.

go /BrE, gəʊ/ /AmE, goo/ (**going, went, gone**)

go 'on *v adv*

1. yo‘lda davom etmoq; davom ettirmoq, (yo‘l, hudud va sh.k.) cho‘zilmoq, yo‘nalmoq: [L9 + ON (*often simple tenses*)] *The hikers checked their maps and then went on their journey.* [SYN] **carry on, keep on (1).**

2. oldinda ketmoq: [L9 + ON] *You go on ahead, and I'll catch up with you later.*

3. (poyabzal, kiyim) sig‘moq, kiyib ko‘rmoq, kiygizmoq; ilmoq: [L9 + ON (*simple tenses*)] *This jacket won't go on, I think it's too small for me.*

*4. o‘zini tutmoq; yashamoq, hayot kechirmoq: [L9 (*usu. simple tenses*)] *After the disagreement, can we go on as if nothing happened?*

*5. (asosan tanaffusdan keyin biror narsa qilishni) davom ettirmoq: [IØ (*to, with*) (*often simple tenses*)] *Please go on, I am very interested in your story.* [I3] *After welcoming the guests, the host went on to explain the schedule for the day.* [I4] *She went on criticizing the project ...* . [SYN] **carry on.**

*6. (asosan oldinga) shoshilmoq: [IØ (*often simple tenses*)] *Go on! We don't have ...*

*7. *not fml* ko‘p va charchatadigan darajagacha gapirmoq: [IØ (*about, at*)] *He goes on and on about his new car.* [2] *On and on Jane went about her husband.* [SYN] **bang on about sb/sth** (*BrE, informal*).

*8. o‘tmoq; (vaqt haqida) davom etmoq, cho‘zilmoq: [IØ] *As the months went on, we still had no news about the project.* ► **ongoing** *adj* davomiy, doimiy:

*9. ro‘y bermoq, sodir bo‘lmoq, yuz bermoq: [IØ (*usu. continuous tenses*)] *There's a party going on at the neighbor's house.* ► **goings-on** *n* [PLURAL] bo‘lgan g‘alati voqea: *There have been some unusual goings-on at the office recently.*

*10. (odatda elektr asbob haqida) ulanmoq, ishga tushmoq: [IØ] *The security lights go on automatically when someone approaches.* [SYN] **put on¹.** [OPP] **go off.**

- *11. esp. *NEngE* olg‘a siljimoq, muvaffaqiyatga erishmoq: [IØ (*with*) (*usu. continuous tenses*)] *She’s going on nicely with her new role at the company.*
- *12. esp. *NEngE* (ijobiy, samarali) natijaga erishmoq; muyassar bo‘lmoq: [L9] *How did you go on in the competition?*
- *13. eplamoq, muomala qilmoq: [L9 (*for*)] *How did you go on financially while you were traveling?*
- *14. (biror vaqtga, yoshga, raqamga) yaqinlashmoq; ulg‘aymoq: [L9 (*for*) (*continuous tenses*)] *It’s going on for midnight; we should head home. [SYN] get on.*
- *15. (*informal*) o‘zini nojo‘ya yoki g‘alati tutmoq: [IØ] *Why does he always go on like that in meetings?*
- *16. sahnaga yoki sport maydoniga chiqmoq: [IØ] (*often simple tenses*)] *I felt nervous when I went on stage for the first time.*
- *17. (kimdir bilan) do‘stona munosabatda bo‘lmoq, til topishmoq, totuvlikda (bahamjihatlikda) yashamoq: [L9 (*with*)] *We all go on well with each other in the office. [SYN] get along with.*
18. **go on** (with you)! (*old-fashioned, BrE, spoken, informal*) Qo‘ysangchi! Bo‘lishi mumkin emas!: *Go on with you! I don’t believe a word of that story. [SYN] get away (with you), come on, come off it! spoken informal.*

The entry for *go on* illustrates the versatility of phrasal verbs, with multiple meanings and grammatical patterns. The verb *go* is presented with British and American pronunciations and conjugations (going, went, gone). The phrasal verb *go on* is marked with stress patterns and grammatical codes ([L9 + ON]), [L] indicates that *go* functions as a linking verb. The notation [9] indicates the presence of an adverbial phrase.

Example sentences demonstrate usage in context, and synonyms ([SYN]) are included for clarity. Lexicographers adopt varying designs when providing phrasal verbs with similar and opposite meanings in entries. Some dictionaries utilize labels such as [SYN] and [OPP], while others may employ annotations like [*compare run down*] (Cullen et al., 2000), “SIMILAR TO: **bring on**” [5: 41], or simply refer to the relevant language unit with a pointer ‘→’. In our case, we employed [SYN] for similar verbs and phrasal verbs and [OPP] for opposites. If a phrase with multiple meanings is identified as a synonym or antonym, the number of meanings it encompasses is specified in parentheses (e.g., *keep on* (1)). The notation (1) following the referenced combination indicates that it is synonymous or opposite to the first meaning of the phrase.

In the examples, the inclusion of repeated inversion sentences according to the particle iterative coordination pattern, as seen in the seventh sense, such as *On and on Jane went about her husband*, demonstrates a structural variation that illustrates how the phrasal verb can be used in different constructions. Inversions serve to emphasize specific parts of a sentence, thereby enriching the dictionary entry and providing greater context for users, particularly in understanding various grammatical patterns. Including such examples demonstrates how ‘go on’ is applied when a common subject follows the verb in literary or formal styles. It is designated as (Cullen et al., 2000), the *inverted variant*, allowing users to see how it differs from standard usage. The note at the end of the synonym (*BrE, informal*) indicates that this usage is characteristic of informal language in British English. Additionally, it is pertinent to mention the adjective *ongoing* and the noun *goings-on* derived from the phrasal verb, which can be found in meanings 8 and 9. In cases where both the phrasal verb (*v adv*) and the prepositional verb (*v prep*) share the same form, they are distinguished by Arabic numerals in sequential order (as in *put on*¹, *put on*²). This is evident in the synonyms of meanings 10, 14, and 18 in our example, effectively avoiding misunderstandings.

Meanings 4 through 17 in the entry are marked as idiomatic with an asterisk “*” preceding them. Lastly, it is worth noting the role of parenthetical predicates (such as *about*), which may or may not follow the phrasal verb.

Phrasal verbs with a direct object, such as *make out* and *call off*, are considered transitive verbs, providing flexibility in the placement of the particle. Specifically, the particle can be positioned either after or before the direct object. In this context, we present a recommended dictionary entry for one such verb:

switch 'on; switch sth 'on; switch itself 'on

1. (chiroq, radio kabi elektr jihozlarni asosan tugmachani bosish orqali) yoqmoq, ishga tushirmoq: *He walked into the room and switched on the television.* ◇ *They switched it on.* ◇ *The computer switches (itself) on every morning at 8 a.m.* [X9 + ON] *Could you switch the fan on? It's too hot in here.* [L9 + ON] *With this timer, you can program the lights to switch on automatically at sunset.*

[SYN] **turn on, turn itself on, turn sth on, put on.** [OPP] **switch off, switch itself off.**

*2. (informal) to‘lqinlantirmoq, rag‘batlantirmoq: [IØ] *These days, many people are turning to meditation to switch on to mindfulness.* [T1] *It requires an engaging mentor to switch the trainees on.*

► **switched-on** *adj* hushyor, ziyrak, tez e‘tibor qaratadigan: *Pupils get switched on by that song.*

This entry highlights the flexibility of phrasal verbs in both literal and idiomatic contexts. The verb *switch* is presented with stress patterns and grammatical codes ([X9 + ON]). The label [X] indicates a transitive verb that requires a direct object. Two meanings are provided: (1) turning on electrical devices, and (2) inspiring or motivating someone (informal usage). Example sentences illustrate usage, and synonyms ([SYN]) and antonyms ([OPP]) are included for comparison. The derived adjective *switched-on* is also listed, demonstrating how phrasal verbs can generate new lexical forms.

A free combination consists of a verb and an adverb used together in such a way that their meanings can be comprehended independently. The following dictionary entry exemplifies how the combination ‘put out’ is presented in the English-Uzbek dictionary of phrasal verbs:

put out *v adv*

1. cho‘zmoq, (tilini) chiqarmoq, ko‘rsatmoq: [X9 + OUT] *He put his arm out to shake hands with the guest.* [OBJ] **hand, tongue.** [SYN] **stick out (your tongue).** → see also **hold forth, hold out, put forth, reach out, shoot out, shove out.**

2. (choyshab, bayroq va boshq.ni) osmoq, ilib chiqmoq; tashqariga qo‘ymoq: [X9 + OUT] *We put out the beach towels after the rain stopped.* → see also **take out.**

3. (likopcha va boshq.ni) olmoq, sug‘urmoq; (ovqatlanish va bosh.ga) hozirlik ko‘rmoq; (narsalarni) tayyorlamoq: [X9 + OUT (often simple tenses)] *Could you put out the silverware for the dinner party?* → see also **drag out, get out, lay out, set forth, set out.**

So, this indicates that the verb *put* with adverb *out* retains its original meaning. Similarly, verbs such as *send*, *push*, *turn*, and *take* with *out* do not lose their inherent meanings in some contexts. Furthermore, this characteristic persists when the verb *put* is used with other adverbs (like *down*).

When it comes to the labels, [OBJ] within a dictionary entry indicates the object(s) primarily associated with the phrasal verb in the specified sense. In sense 3 the note *often simple tenses* signify that the phrases are typically expressed in simple tenses.

Some combinations are so idiomatic that replacing their components with alternative words while retaining the same meaning becomes impossible. One such stable combination is the phrasal

verb *put off*, which warrants inclusion in the dictionary as follows. In J. Erejepova's manual called *English phrasal verbs in translation* this combination has only one translation "qaldiriw (jumisti, ushrasiw)" (Erejepova, 2023).

put 'off *v adv*

1. *old use* (kiyim, poyabzal va boshqalarni) yechmoq, yechib tashlamoq: [X9 + OFF] *Please put off your jacket before sitting down on the couch.* [SYN] **take off.**

2. (*BrE*) (transportdan) tushirmoq, tushirib qo'ymoq, tashlab o'tmoq: [X9 + OFF (*at*)] *The driver was asked to put us off at the next intersection.* [SYN] **drop off, set down.** [G] *v + n/pron + adv* ♦ *v + adv + n (less frequent).*

3. (especially *BrE*) (chiroq va h.k.) o'chirmoq: [X9 + OFF] *Please put off the heater when you leave the office.* [OBJ] **lights.** [SYN] **put out.** [OPP] **put on.**

*4. (also **put 'off doing sth**) (kechroq muddatga) surmoq, kechiktirmoq, qoldirmoq: [T1 (*till, to, until*)] *They put off the event till next month due to the weather.* [T4 (*till, to, until*)] *She put off writing the report until the very last day.* [SYN] **delay sth.**

[G] *also v + adv + -ing.* ► **put-off** *n* kechikish, kechiktirish.

*5. (kema haqida) bandargohni tark etmoq, jo'nab ketmoq: [IØ (*often simple tenses*)] *The yacht put off at sunrise, sailing toward the open sea.* [SYN] **put forth, put out.**

*6. qutulmoq, bekor qilmoq, rad etmoq: [T1b] *The student put off his tutor with a series of excuses.*

*7. *not fml* nafratlantirmoq, bezdirmoq: [T1b (*usu. simple tenses*)] *His rude behaviour put everyone off at the meeting.* [G] *v + adv + n (rare).*

► **'off-putting** *adj (informal, especially BrE)* yoqimsiz, g'ashga tegadigan: *She finds it off-putting to have someone watching her all the time.*

*8. (especially *BrE*) xalaqit qilmoq, alaxsitmoq, (diqqatni) bo'lmoq: [T1 (*often simple tenses*)] *The noise from the construction site put her off her reading.* [SYN] **distract sb (from sth).** [G] *v + adv + n (rare).*

off-putting *adj* kesent etiw, kesent beriw: *Their parents are slightly aggressive, which children find a bit off-putting when they first meet them.*

*9. nimadandir qutulmoq, xalos (forig') bo'lmoq; tonmoq, rad etmoq; tashlab yubormoq: [T1 (*usu. simple tenses*)] *She put off her worries and focused on the task at hand.* [SYN] **put away.**

*10. *not fml* uxlab qolmoq, ko'zi ilinmoq, uxlatmoq: [T1 (*to*) (*usu. simple tenses*)] *She found a lullaby that helped put the baby off quickly.* [SYN] **doze off.**

It is noteworthy that the original meaning of the phrasal verb derives from Old English, as indicated by the note *old use*. The label *less frequent* that follows the last grammatical pattern in the second sense signifies that it is rarely utilized. The third meaning is predominantly characteristic of the British variant of English (especially *BrE*). The code [T4] in the fourth sense indicates that the transitive phrasal verb can be followed by a gerund. In this context, when the sentence is concise, the particle (*off*) is not positioned after the gerund, which functions as an object. Furthermore, the *b* in the grammatical code of the sixth and seventh meanings [T1b] denotes that the verb is used independently from the preposition or adverb. Lastly, the informal usage of the latter meaning is indicated by the note *not fml*.

Some phrasal verbs do not readily permit the particle to be placed before the object. In certain cases, the subject + verb + adverbial + object order may lead to misunderstanding. This phenomenon can be observed in the phrase *get off*. Accordingly, the following sample dictionary entry will be created for this phrasal verb.

get 'off *v adv*

*1. tozalamoq; artmoq, o‘chirmoq: [T1] *I used some cleaner to get the paint off the floor.* → see also **come off, come out, get out, take out, take out of, wash off, wash out.**

*2. jo‘namoq, ketmoq, yo‘l olmoq: [IØ (on, to)] *We need to get off early tomorrow to avoid the traffic.* [T1] *Getting the workers off to the factory every morning requires a lot of effort.* → see also **go away.**

*3. harakat qila boshlamoq, (bellashuv paytida) start olmoq: [IØ (usu. simple tenses)] *The runners got off as soon as the signal sounded.* → see also **be off, get away.**

*4. (g‘arq bo‘layotgan kemadan) qutqarib qolmoq: [T1] *The rescue team got the last few passengers off the sinking ship just in time.*

*5. (pochta orqali) jo‘natmoq, yubormoq: [T1] *Get that package off right away!* [IØ] *Please make sure that this urgent package gets off by the end of the day.* [SYN] **send sth off.**

*6. (ishdan) bo‘sh vaqti bo‘lmoq: [T1b (simple tenses)] *She’s hoping to get some time off next week for a vacation.* [OBJ] **time, day, week.** [SYN] **take sth off.** → see also **have off, take off, get sth off sth.** [NOTE] ‘Get sth off’ majhul nisbatda qo‘llanilmaydi.

7. **get off (with you)! infml** *Sizga ishonmayman!; Meni tinch qo‘ying!; Qo‘ysang-chi!, Bo‘ldi, bas qill!:* [imper.] *Come on, get off! I’ve heard that excuse a hundred times before!* → see also **come on.**

8. **get off with you! not fml** *Chiqib ket!, Yo‘qol!:* [imper.] *Get off with you – I need some peace and quiet to finish this.* → see also **push off.**

9. (AmE, [!]) orgazmga erishmoq: *After a romantic evening together, they felt close enough to share an intimate moment, leading them to get off together.*

[IDM] **get off to a flying start; get off to a flyer** juda yaxshi/yomon boshlamoq: *The company’s new product got off to a flying start in the market.* **get off to a good, bad, slow, etc. start** [informal (usu. simple tenses)] yaxshi/yomon/sekin boshlamoq: *The most effective way to complete a project is to get off to an early start.* **get off on the right/wrong foot** [informal (usu. simple tenses)] ilk o‘zaro munosabatlarning ijobiy yoki salbiy boshlanishi: *The new employee and I got off on the wrong foot during our first meeting.* → see also **start off, step off.**

After the *see also* note at the end of the 1-2-3-6-7-8 meanings of this phrasal verb and idiom [IDM], there are other combinations to compare with this phrasal verb. In the sentence *Get that package off right away!* from the fifth sense, which means *to send by mail*, placing the particle before the object could imply that someone is requesting the package to be removed rather than sent. Meanings between the first and sixth are idiomatic. According to the NOTE, the 6th meaning does not permit the phrasal verb to be used in the passive form. The meanings in points 7 and 8 convey expressions such as *Meni tinch qo‘ying!; Qo‘ysang-chi!, (I don’t believe you! Leave me alone!)* respectively, indicating displeasure or disbelief, similar to the English expression *Oh, stop it!* Additionally, point 8 means *Get out!* The exclamation point [!] in point 9 serves as a label that emphasizes a very rude word or phrase that should be avoided for reasons of decency. At the end of the entry, idioms containing this phrasal verb are listed, complete with their translations and examples following the [IDM] tab.

Another restriction regarding phrasal verbs pertains to the use of the passive voice, “these are principally combinations for which the object is idiomatically limited to a particular noun or pronoun” (Quirk et al., 1985). In such cases, the construction will not retain the same meaning if rearranged. As an illustration, we will create a dictionary entry for *hit off* and analyze the examples.

hit 'off *v adv*

*1. (*BrE not fml*) o‘xshatmoq, taqlid qilmoq: [T1 (*usu. simple tenses*)] *Nice work, you’ve precisely hit off the musician’s rhythm!*

2. **hit it off (with sb)** (*informal*) do‘stona munosabatda bo‘lmoq: *John and the project manager hit it off during their first collaboration.* → see also **get on well** (*esp. BrE*). [G] v + it + adv

The examples of the expression *hit it off* do not lend themselves to the passive voice, as seen in point 2, which cannot be phrased as *It was hit off with each other*, leading to confusion regarding who is being referred to. However, it is acceptable to say, *The two hit it off with each other*.

The definitions provided above illustrate that some phrasal verbs do not lend themselves to passive constructions and suggest a pragmatic analysis approach to their meanings. Further research is needed to clarify how phrasal verbs can be effectively integrated into dictionaries while considering their unique characteristics.

These entries collectively highlight the framework’s strengths: comprehensive coverage, grammatical clarity, and contextual richness, tailored to Uzbek learners’ needs.

DISCUSSION

This study presents a robust lexicographic model for an English-Uzbek phrasal verbs dictionary, effectively addressing the complexities of phrasal verbs for Uzbek learners. The detailed entries in the Results integrate pronunciation aids, grammatical markers, and contextual examples, drawing on Oxford, Longman, and Courtney’s traditions while adapting to bilingual needs. Features like inversion examples and transitivity labels provide nuanced insights, critical for a language pair with divergent structures like English and Uzbek. Compared to existing resources (e.g., Abduraxmonova, 2017), this model offers greater depth—full conjugations, stress patterns, and derived forms—enhancing usability. However, the numerous senses, such as 18 for ‘go on’ (as detailed in Results), may pose difficulties for beginners due to potential complexity, prompting the need for simplified approaches. Future iterations could streamline entries or expand the verb corpus based on learner input, refining the framework to better serve its audience. The framework’s adaptability suggests potential for other language pairs, advancing bilingual lexicography. Next steps include compiling a pilot dictionary and evaluating its impact on learners’ proficiency to further validate and optimize this approach.

CONCLUSION

This research successfully outlines a methodical approach to compiling an English-Uzbek phrasal verbs dictionary, delivering a structured, user-friendly design tailored to the needs of Uzbek learners. The resulting entries, as evidenced by the sample entries, provide comprehensive translations, pronunciation guidance, and contextual examples, effectively bridging the gap between English phrasal verbs and Uzbek linguistic norms. By incorporating established lexicographic practices and innovative features like inversion examples, the dictionary enhances both comprehension and practical application. This work not only equips Uzbek speakers with a valuable tool for mastering English but also lays a foundation for future bilingual lexicographic efforts, with opportunities for refinement through user feedback and expanded implementation.

REFERENCES

Abduraxmonova, N. (2017). *English-Uzbek Dictionary of Phrasal Verbs*. Tashkent: Turon Zamin Ziyos.

Cambridge Advanced Learner's Dictionary (3rd ed.).

Cambridge Academic Content Dictionary.

Courtney, R. (2000). *English Phrasal Verbs: English-Russian Dictionary* (2nd ed.). Moscow: Russkiy Yazyk.

Cullen, K., et al. (Eds.). (2000). *A Guide to Phrasal Verbs*. Chambers Harrap Publishers Ltd.

Erejepova, J. (2023). *English Phrasal Verbs in Translation*. Tashkent: Metodist Nashriyoti.

Longman Phrasal Verbs Dictionary. (2000). New York: Pearson Education Limited.

Merriam-Webster's Advanced Learner's English Dictionary.

Oxford Phrasal Verbs Dictionary for Learners of English. (2001). Oxford: Oxford University Press.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman.