

© O.N. Likhacheva, E.V. Tymchuk

Research Full Article

UDC 378

DOI: <http://doi.org/10.15350/2409-7616.2024.1.54>**TO THE QUESTION OF DIALECT DICTIONARIES**

O.N. Likhacheva, E.V. Tymchuk

Olga N. Likhacheva,

Candidate of Philological Sciences, Associate Professor, IMSIT Academy, Krasnodar, Russian Federation.

ORCID: 0000-0002-4129-243X

olga-lihacheva@rambler.ru**Elena V. Tymchuk,**

Doctor of Philosophical Sciences, Professor, Kuban State Technological University, Krasnodar, Russian Federation.

ORCID: 0000-0002-9015-135X

temlina@rambler.ru

Abstract. *In the modern world, learning a foreign language is a very important and significant process. However, often, when mastering foreign language communicative competence, we are faced with a number of problems, including those related to the dialects of the language being studied. In this regard, dialect dictionaries help us. They are systematized lexicographical sources that give different meanings and forms of words depending on the region in which the language operates. It is dialect dictionaries that help to understand complex and contradictory phenomena in various areas of linguistic knowledge, thus being a solution for deeper study and knowledge of the language. These issues are discussed in this work. The relevance of the study lies in the interest in language dialects, the features of their functioning in the context of language systems, as well as in the description of all language features in dialect dictionaries. The subject of the study presents the features and purpose of various dialect dictionaries. The novelty of the work lies in the description of the formation of such dictionaries in a comparative manner, their historical development and purpose in modern realities. The practical significance of the study is represented by the possibility of using the material and recommendations specified in the work in the educational process and linguistic research practices.*

Keywords: *dialect dictionary, dialectology, comparison, history, linguistic categories, development.*

For citation: *Likhacheva O.N., Tymchuk E.V. To the question of dialect dictionaries. CITISE, 2024, no. 1, pp. 620-626. DOI: <http://doi.org/10.15350/2409-7616.2024.1.54>*

Научная статья

УДК 378

К ВОПРОСУ О ДИАЛЕКТИЧЕСКИХ СЛОВАРЯХ

О.Н. Лихачева, Е.В. Тымчук

Лихачева Ольга Николаевна,

кандидат филологических наук, доцент,

Академия ИМСИТ, Краснодар, Россия.

ORCID: 0000-0002-4129-243X

olga-lihacheva@rambler.ru

Тымчук Елена Викторовна,

доктор филологических наук, профессор,

Кубанский государственный технологический

университет, Краснодар, Россия.

ORCID: 0000-0002-9015-135X

temlina@rambler.ru

Аннотация. *В современном мире изучение иностранного языка представляет очень важный и значимый процесс. Однако зачастую, осваивая иноязычную коммуникативную компетенцию, мы сталкиваемся с рядом проблем, в том числе связанных с диалектами изучаемого языка. В данном ключе нам помогают диалектные словари. Они представляют собой систематизированные лексикографические источники, которые дают различные значения и формы слов в зависимости от региона функционирования языка. Именно диалектные словари помогают понять сложные и противоречивые явления в различных областях лингвистического знания, таким образом, являясь решением для более глубокого изучения и познания языка. Данные вопросы рассматриваются в указанной работе. Актуальность исследования заключается в интересе к языковым диалектам, особенностям их функционирования в контексте языковых систем, а также к описанию всех языковых особенностей в диалектных словарях. Предметом исследования представлены особенности и назначение разнообразных диалектных словарей. Новизна работы заключается в описании становления подобных словарей в сопоставительном плане, их исторического развития и назначения в современных реалиях. Практическая значимость исследования представлена возможностью использования материала и рекомендаций, указанных в работе, в учебном процессе и исследовательских лингвистических практиках.*

Ключевые слова: диалектные словари, диалектология, сопоставление, история, лингвистические категории, развитие.

Библиографическая ссылка: Лихачева О.Н., Тымчук Е.В. К вопросу о диалектических словарях // ЦИТИСЭ. 2024. № 1. С. 620-626. DOI: <http://doi.org/10.15350/2409-7616.2024.1.54>

INTRODUCTION

Dialect dictionaries are linguistic tools that display the features of a language associated with its dialects. Unlike conventional dictionaries, a dialect dictionary contains information about the

vocabulary, grammar and phonetics of dialects, allowing researchers and students to dive deeper into language learning [1].

Dialect dictionaries have a long and interesting history associated with the development of linguistic research and the study of various dialects, which began in the 19th century in connection with the advent of systematic language study and interest in regional characteristics. Scientists and linguists began to realize that the study of different dialects allows for a better understanding of the language as a whole and its variability [2].

At the end of the 19th and beginning of the 20th centuries, the first works appeared devoted to the study of dialects and the creation of dialect dictionaries. One of the early researchers was Jacob Grimm, who made significant contributions to the study of Germanic dialects and created their dictionary. This work became the starting point for further research and the creation of dialect dictionaries in other languages.

MATERIALS AND METHODS

In the 20th century, linguistic research became more systematic and widespread. Scientists from different countries studied the dialects of their regions and created dialect dictionaries. An important stage was the use of new research methods, such as recording and analyzing the speech of dialect speakers, which made it possible to more accurately describe and classify dialects.

Currently, many languages have their own dialect dictionaries, which reflect information about vocabulary, grammar, phonetics and other features of dialects. They are a valuable resource for linguistic research, language learning and the preservation of regional cultural heritage.

AUTHORS' APPROACHES

In 1856, the first volume of the Russian Dialect Dictionary was published, edited by Academician Alexander Fillipovich Khilkov. This dictionary was the first attempt to systematize and describe the various dialects present in Russia. It included more than 10,000 words and expressions reflecting the characteristics of various regional variants of the functioning of the Russian language [3]. However, it should be noted that the first Russian dialect dictionary was far from ideal. It omitted many dialect forms, and did not take into account the diversity of language varieties that exist in different social groups and professional environments.

One of the most famous dialect dictionaries is the Linguistic Atlas of France. This project was launched at the beginning of the 20th century and involved the collection and systematization of lexical and phonetic data on the dialects that existed in France. The result of the work was a huge atlas, including maps with the distribution of dialect words and expressions throughout the country.

Another example is the Dictionary of American Regional Language Differences. This dictionary was created in the mid-20th century and includes lexical items that are used only in certain regions of the United States. It provides a valuable source of information about the diversity of American English.

RESULTS

Dialect dictionaries play an important role in language learning. They help students understand and master the features of the language, including its grammar, vocabulary and style [4].

Unlike regular dictionaries, dialect dictionaries provide a deeper understanding of a language, its context and culture. They contain different meanings of words, expressions and idioms, as well as explanations of their use in specific contexts. This helps students not only learn new words, but also learn how to use them correctly.

Dialect dictionaries also help students develop skills in reading and understanding complex texts. They provide various examples of the use of words and expressions to help understand their meanings and context.

In addition, dialect dictionaries can help students develop writing and speaking skills [5]. They provide various phrases and expressions that can be used to compose texts or communicate in a

language. Thus, dialect dictionaries are useful tools for language learning, helping students and other learners develop a deep understanding of language and its use in different contexts.

Dialect dictionaries differ from regular dictionaries in that they focus on the study and documentation of dialects and local variations of a language. They provide information about vocabulary, phonetics, grammar and other features of a particular dialect. Compared to general dictionaries, dialect dictionaries are usually more detailed and contain more contextual information related to the use of a word in a particular dialect environment [6].

When comparing dialect dictionaries in different languages, it becomes clear that there are significant interlingual differences. These differences may be due to phonetic features, lexical variations, grammatical differences, and cultural nuances. For example, the same word may have different meanings or be used in different contexts in different dialects or languages. This reflects the richness and diversity of linguistic heritage and cultural traditions.

There are many dialects in the English language, such as Scottish, Irish, American and others. Dialect dictionaries of English reflect differences in pronunciation, grammar and vocabulary. For example, in Scottish dialect the word *wee* means *small*, while in standard English it is usually used as a synonym for *small*. Also, in Scottish dialect the word *braw* means *good* or *beautiful*. For example, the phrase *It's a braw day today* is translated as *Today is a beautiful day*.

The Italian language is also known for its dialects, which differ by region. Dialect dictionaries of the Italian language contain many words and expressions that are unique to certain geographical areas. For example, in the Neapolitan dialect the word *scugnizzo* means *boy* or *guy*, while in standard Italian it is not used. Also, in the Neapolitan dialect the expression *Chiagnere 'e ccuollo* means *to cry*. For example, the phrase *Nun chiagnere 'e ccuollo* is translated as *Don't cry*.

The Russian language also has a variety of dialects, especially in rural areas. Dialect dictionaries of the Russian language contain many words and expressions that may not be understandable to speakers of standard Russian. For example, in the Siberian dialect the word *Monday* can be replaced by *panyadelnik* or *ponyadenik*. Also, in the Siberian dialect the word *steam* means *to worry* or *worry*. For example, the phrase *Don't worry, everything will be fine* is translated as *Don't worry, everything will be fine*.

The purpose of dialect dictionaries is as follows.

First, they promote vocabulary development by providing information about vocabulary that may be unique to a particular dialect. This allows researchers and learners to expand their vocabulary and understand the various synonyms and expressions used in different dialects [7].

Secondly, they include information about the grammatical features of the dialects, such as specific verb forms or syntactic constructions. Dictionaries promote understanding of differences in grammar and language use in different regions.

Thirdly, dialectal dictionaries can also contain information about phonetic features of dialects, such as pronunciation or stress. This allows students to distinguish and understand the peculiarities in the pronunciation of words in different dialects [8].

The future of dialectal dictionaries presents new opportunities and challenges against the backdrop of the development of the IT sphere. Let's consider future changes to dialect dictionaries.

With the development of the Internet and mobile technologies, dialect dictionaries can become more interactive and accessible to users. This will allow people to learn different dialects and variants of the language interactively, listen to the pronunciation of words, dialect patterns, and even communicate with native speakers of dialects through special platforms [9].

Artificial intelligence technologies can significantly improve the performance of dialect dictionaries. Machine learning algorithms can process large amounts of data, analyze dialect features and offer the user the most suitable options. This will help make dictionaries more accurate and useful for learning dialects [10].

Dialect dictionaries play an important role in preserving unique linguistic features that may be lost due to globalization and language standardization. With the help of dialect dictionaries, different dialects can be documented and studied, preserving them for future generations. Thus, dialect dictionaries become not only a learning tool, but also a means of preserving cultural heritage.

Comparing dialect dictionaries across languages can face translation and localization challenges. Translators must take into account not only lexical differences, but also cultural and social aspects associated with dialects. This requires a deep understanding of language and culture, as well as specialized knowledge of dialectology [11].

With the development of the Internet and mobile applications, interactive dialect dictionaries are becoming increasingly popular. They offer the user a more convenient and interactive way to learn a language. For example, such dictionaries may offer audio pronunciations of words, audio examples of usage, and the ability to ask questions and receive answers from experts [12].

With the development of multimedia technologies, the future of dialect dictionaries may be associated with the use of video, audio and graphics. For example, such dictionaries can present words and their meanings in the form of short videos or animations, which helps to better understand the context and use of a word [13].

With the development of artificial intelligence, dialect dictionaries can become even more efficient and convenient. AI can offer personalized recommendations and tips based on each user's preferences and learning style. Also, with the help of AI, you can create additional functions such as automatic translation, speech synthesis and much more.

Here are some examples of programs with which it is possible to master various dialects.

Dialectic Dict app. This is a mobile application that combines all the above-mentioned technologies. It offers interactive and multimedia experiences and uses artificial intelligence for personalized learning. The user can listen to the pronunciation of words, watch video examples of use and receive recommendations for more effective language learning [14].

Dialectic AI project. This project is dedicated to the development of a dialect dictionary using artificial intelligence. It offers automatic translation, speech synthesis and other innovative features. The project also offers the possibility of adding new languages and dialects to ensure a wider reach of users [15].

CONCLUSION

We emphasize that dialect dictionaries play an important role in language learning, as they allow researchers and students to dive deeper into the study of dialects and their features. They contribute to the expansion of vocabulary, understanding of grammatical features and the study of phonetic features of the language. The use of dialect dictionaries is an important step in learning a language and understanding its diversity, and comparative analysis of dictionary data in different languages allows us to see the differences and similarities between them. Also, the dialect dictionary is a tool that, for two centuries, has contributed to the movement of progress and the development of interterritorial interaction and interstate relations.

References:

1. Shvachko E.V. Methodological and technological foundations of studying and organizing the pedagogical process. *Pedagogical science and practice*, 2021, no. 2 (32). pp. 7-14. (In Russian). URL: <https://www.elibrary.ru/krcnsx>
2. Yusupov B.E. Questions of pedagogical systems, pedagogical technologies of pedagogical research in the pedagogical process. *Bulletin of Science*. 2021. vol. 4, no. 6. pp. 58-63. (In Russian). URL: <https://www.elibrary.ru/sxkede>
3. Vlasova I.V. Application of modern pedagogical technologies in higher education institutions. *Higher education today*. 2023. no. 6. pp. 49-52. DOI: [10.18137/RNU.HET.23.06.P.049](https://doi.org/10.18137/RNU.HET.23.06.P.049)

4. Baykhanov I.B. Cross-cutting competencies in the system of competencies of a modern teacher. *Pedagogical education in Russia*. 2022. no. 5. pp. 17-25. (In Russian). DOI: [10.26170/2079-8717_2022_05_02](https://doi.org/10.26170/2079-8717_2022_05_02)
5. Baykhanov I.B. Formation of digital competencies in the context of transformation of educational systems. *Mission of Confessions*. 2021. vol. 10, no. 7 (56). pp. 705-712. (In Russian). URL: <https://www.elibrary.ru/ntgieu>
6. Abarnikova E.B., Kortun V.S. The paradigm of digital education and the use of digital educational technologies in the educational process. *Scientific notes of the Komsomolsk-on-Amur State Technical University*. 2023. no. 5 (69). pp. 67-75. (In Russian). DOI: [10.17084/20764359-2023-69-67](https://doi.org/10.17084/20764359-2023-69-67)
7. Vagaeva O.A., Galimullina N.M. Formation of “soft skills” as a factor in the competitiveness of future specialists. *CITISE*. 2023. no. 2. pp. 345-357. (In Russian). DOI: [10.15350/2409-7616.2023.2.30](https://doi.org/10.15350/2409-7616.2023.2.30)
8. Vezirov T.G., Rashidova Z.D. Digital educational environment as a condition for training bachelors-linguists. *World of science, culture, education*. 2020. no. 1 (80). pp. 178-180. (In Russian). DOI: [10.24411/1991-5497-2020-00073](https://doi.org/10.24411/1991-5497-2020-00073)
9. Zhdanova O.V. Understanding the pedagogical and sociocultural heritage of the region in the context of modern problems of education. *CITISE*. 2023. no. 4. pp. 88-95. (In Russian). DOI: [10.15350/2409-7616.2023.4.08](https://doi.org/10.15350/2409-7616.2023.4.08)
10. Chesnova E.N. Game and digital technologies in the teaching of philosophical and religious disciplines (experience of L.N. Tolstoy TSPU). *Modern science-intensive technologies*. 2022. no. 11. pp. 220-226. (In Russian). DOI: [10.17513/snt.39425](https://doi.org/10.17513/snt.39425)
11. Khanzhina T.V. Types of organizing independent work in a foreign language in a military university. *Student Self-study Management in Foreign Language*. 2022. no. 5. pp. 215-219. URL: <https://www.elibrary.ru/ristpe>
12. Slobodchikov V.I. Learning to think, in itself, is an art. *Pedagogy*. 2021. vol. 85, no. 2. pp. 124-127. (In Russian). URL: <https://www.elibrary.ru/qgyhnp>
13. Ilakavicius M.R. Humanitarian-anthropological approach in modern studies of vocational education. *Education and Law*. 2023. no. 2. pp. 291-295. (In Russian). DOI: [10.24412/2076-1503-2023-2-291-295](https://doi.org/10.24412/2076-1503-2023-2-291-295)
14. Slobodchikov V.I. Anthropological meaning of professional education (expert opinion). *Organizational psycholinguistics*. 2020. no. 4 (12). pp. 91-98. (In Russian). URL: <https://www.elibrary.ru/imfank>
15. Ronzhina N.V. The role of the universal competence “systematic and critical thinking” in the formation of professional thinking. *Professional education and the labor market*. 2020. no. 2. pp. 116-121. (In Russian). DOI: [10.24411/2307-4264-2020-10235](https://doi.org/10.24411/2307-4264-2020-10235)

Список источников:

1. Швачко Е.В. Методико-технологические основы изучения и организации педагогического процесса // Педагогическая наука и практика. 2021. №2 (32). С. 7-14. URL: <https://www.elibrary.ru/krcnsx>
2. Юсупов Б.Э. Вопросы педагогических систем, педагогических технологий педагогических исследований в педагогическом процессе // Вестник науки. 2021. Т.4, №6. С. 58-63. URL: <https://www.elibrary.ru/sxkede>
3. Vlasova I.V. Application of modern pedagogical technologies in higher education institutions // Высшее образование сегодня. 2023. № 6. С. 49-52. DOI: [10.18137/RNU.HET.23.06.P.049](https://doi.org/10.18137/RNU.HET.23.06.P.049)

4. Байханов И.Б. Сквозные компетенции в системе компетенций современного педагога // Педагогическое образование в России. 2022. № 5. С. 17-25. DOI: [10.26170/2079-8717_2022_05_02](https://doi.org/10.26170/2079-8717_2022_05_02)
5. Байханов И.Б. Формирование цифровых компетенций в условиях трансформации образовательных систем // Миссия конфессий. 2021. Т.10, № 7 (56). С. 705-712. URL: <https://www.elibrary.ru/ntgieu>
6. Абарникова Е.Б., Кортун В.С. Парадигма цифрового образования и использование цифровых образовательных технологий в учебном процессе // Ученые записки Комсомольского-на-Амуре государственного технического университета. 2023. № 5 (69). С. 67-75. DOI: [10.17084/20764359-2023-69-67](https://doi.org/10.17084/20764359-2023-69-67)
7. Вагаева О.А., Галимуллина Н.М. Формирование «мягких навыков» как фактор конкурентоспособности будущих специалистов // ЦИТИСЭ. 2023. № 2. С. 345-357. DOI: [10.15350/2409-7616.2023.2.30](https://doi.org/10.15350/2409-7616.2023.2.30)
8. Везиров Т.Г., Рашидова З.Д. Цифровая образовательная среда как условие подготовки бакалавров-лингвистов // Мир науки, культуры, образования. 2020. №1 (80). С. 178-180. DOI: [10.24411/1991-5497-2020-00073](https://doi.org/10.24411/1991-5497-2020-00073)
9. Жданова О.В. Осмысление педагогического и социальнокультурного наследия региона в контексте современных проблем образования // ЦИТИСЭ. 2023. № 4. С. 88-95. DOI: [10.15350/2409-7616.2023.4.08](https://doi.org/10.15350/2409-7616.2023.4.08)
10. Чеснова Е.Н. Игровые и цифровые технологии в преподавании философских и религиоведческих дисциплин (опыт ТГПУ им. Л.Н. Толстого) // Современные наукоемкие технологии. 2022. № 11. С. 220-226. DOI: [10.17513/snt.39425](https://doi.org/10.17513/snt.39425)
11. Khanzhina T.V. Types of organizing independent work in a foreign language in a military university // Student Self-study Management in Foreign Language. 2022. № 5. P. 215-219. URL: <https://www.elibrary.ru/ristpe>
12. Слободчиков В.И. Научение мыслить, само по себе, есть искусство // Педагогика. 2021. Т. 85, № 2. С. 124-127. URL: <https://www.elibrary.ru/qgyhnp>
13. Илакавичус М.Р. Гуманитарно-антропологический подход в современных исследованиях профессионального образования // Образование и право. 2023. № 2. С. 291-295. DOI: [10.24412/2076-1503-2023-2-291-295](https://doi.org/10.24412/2076-1503-2023-2-291-295)
14. Слободчиков В.И. Антропологический смысл профессионального образования (экспертное мнение) // Организационная психолингвистика. 2020. № 4 (12). С. 91-98. URL: <https://www.elibrary.ru/imfank>
15. Ронжина Н.В. Роль универсальной компетенции «системное и критическое мышление» в формировании профессионального мышления // Профессиональное образование и рынок труда. 2020. № 2. С. 116-121. DOI: [10.24411/2307-4264-2020-10235](https://doi.org/10.24411/2307-4264-2020-10235)

Submitted: 27 April 2024

Accepted: 27 March 2024

Published: 28 March 2024

