

Pragmatičnojezikoslovni pristop pri sestavljanju sodobnih ukrajinsko-južnoslovanskih dvojezičnih slovarjev

Liudmyla Vasylieva

Nacionalna univerza Ivan Franko v Lvovu, Ukrajina, milav2000@yahoo.com

DOI: <https://doi.org/10.18690/um.ff.12.2022.19>

ISBN: 978-961-286-669-3

Dandanes imajo slovarji pomembno vlogo ne le v medsebojnem sporazumevanju, temveč tudi v meddržavni politični in poslovni komunikaciji. Prav tako so nepogrešljivi pri učenju katerega koli jezika. Prispevek obravnava načela pri sestavljanju tematskih slovarjev kot študijskih priročnikov pri učenju tujih jezikov, ki zaradi primerno organiziranega besedišča ustrezajo zahtevam komunikacijske metode. Njihova posebnost se kaže v prepletu sistemskega opisa leksikalne ravni jezika ali njegovih fragmentov in osredinjenosti na različne govorne položaje. Predstavljen je zaključen projekt sestavljanja ukrajinsko-slovenskega slovarja.

Ključne besede: tematski slovar, načela in parametri sestavljanja slovarja, leksikalna baza, komunikacija, ukrajinsko-slovenski tematski slovar.

Today, the dictionaries play an important role not only in mutual communication, but also in interstate political and business communication. They are also indispensable in learning any language. The paper deals with the principles of compiling the educational thematic dictionaries as the means of teaching a foreign language, which, because of the proper vocabulary organization, can be subjected to the requirements of the communicative method. The specificity of these dictionaries involves the coexistence of the systematic description of the language lexical level or its fragments with the orientation towards teaching various speech activity types. The implemented project of the creation of the Ukrainian-Slovene dictionary is presented.

Keywords: thematic dictionary, principles of compiling dictionaries, lexical base, communication, Ukrainian-Slovene thematic dictionary.

In recent years, Ukrainian lexicography has been successfully developing in two directions: the in-depth study of classical dictionaries (K. H. Horodenska, V. V. Dubichynskyi, V. A. Shyrovkov, etc.) and the development of its new branch directions focused on the current anthropocentric

paradigm. In this sense, dictionaries which do not only demonstrate formal relations between the elements of their structure, but also reflect a certain correlation of words, the overall integration of their semantic components, aimed at the presence of mechanisms for the organization of vocabulary (Карпіловська 2003: 42), the specification of the internal systematicity and semantic perspectives of the units presented (J. Casares, P. Roget, O. M. Demska-Kulchytska) are of special importance. The objects of description are mainly informational and/or of conceptual essences (Паршин 1986), whose lexicographic qualification enables the active speech acquisition and the activation of knowledge about the regularities and optimal models of generic functioning (Горощко 2003), which stays in the focus of pragma-linguistics, communicative, cognitive linguistics, as well as other current linguistic studies, dealing with improving communication skills. From this perspective, thematic dictionaries deserve special attention among the various types of dictionaries. The objective of this paper is to briefly highlight the principles of compiling Ukrainian-South Slavonic thematic dictionaries and emphasize taking the addressee's communicative intentions in various communicative situations of using the South Slavonic languages in the educational process, translation, praxis, communication with native speakers etc. into account. The material is offered by Lviv University's interdepartmental project of compiling learner's thematic translation dictionaries.

In the domain of bilingual lexicography the fundamental issue is the lingual activity of the individual in terms of expressing his/her prioritized communicative intentions, and this state of arts requests identifying the specific features of the disclosure of the human factor in the practice of compiling dictionaries. This is primarily the social context of the issue: the contemporary user of a specific dictionary focuses on the activities which are to guarantee successful communication. The user hopes that the dictionary will not only contain information about a word as a self-sustaining phenomenon, but also cover the means which will facilitate the realization of his/her communicative intentions. Thus, compiling thematic bilingual dictionaries, it is necessary to consider prerequisites for identifying ways of incorporating the recipient's factor. It should be emphasized that the thematic translation dictionaries discussed here help to realize the pragmatic intentions of representatives of two cultures during their communication, so the cognitive experience of the two linguistic communities should also be taken into account.

The principles of compiling various types of dictionaries with focus on users' needs are actively discussed in lexicographic studies. In particular,

R. Hartman formulated twelve principles which dictionary compilers should follow in order to optimally cover users' needs. Most of them relate to specific ways of dealing with the factor of the addressee.¹ He also outlined the parameters of the use of dictionaries, which actually justified the cognitive-pragmatic approach to their compiling (from dealing with the specific features of the user's activity and the parameters of the dictionary to the priority of the purpose of this activity, etc.).² The projection of these principles and parameters on the current state of dictionaries will reveal a feature which is clearly associated with the cognitive and pragmatic approach to the lexicographic study of a language. Cognitive linguistics is known to be based on the concordant connection between the language and the experience of a nation, its lingual picture of the world, value orientations; thus, the study of lingual phenomena must rely on cognitive information, and this will lead to the consideration of the bases of speech activity from a new perspective. This is why the questions of how to implement the cognitive approach in lexicography are also interpreted in different ways. In Ukrainian lexicography, this approach is developing actively, and dictionaries are more often compiled according to the users' needs (Ковалевська 2001, Піреп 2007).

It is worth noting that there is still a noticeable gap in the Ukrainian-South Slavonic lexicography: current dictionaries are lacking, including those the user can use for speech activity in various fields of knowledge.

¹ R. Hartmann focused on the following aspects: 1) the addressee of the dictionary, i.e., whom a certain dictionary is compiled for; 2) the absence of complete correlation between the predicted and real use of the dictionary; 3) the taxonomy of dictionaries should be defined by the users' needs; 4) the lack of complete correspondence between the compiler's vision and the user's assessment of the dictionary's renown; 5) the analysis of users' needs must precede the compiling process; 6) different groups of users have different needs; 7) users' needs are defined by various factors, but the most important one is the purpose of their activities; 8) users' needs can vary, especially depending on time and place; 9) perfect dictionary features include a number of various psycholinguistic processes; 10) lexicographic accomplishment must be taught; 11) recommendations should concern the user, and the lexicographer must possess all available means; 12) the study of needs for the use of dictionaries should continue being studied (Hartman 1983: 3–11).

² Parameters of using dictionaries: 1. The typology of dictionaries or the definition of their informational categories (i.e., what is provided in the dictionary). 2. The typology of users or the definition of their social roles (who needs a dictionary). 3. The analysis of the needs or the definition of the context of the user's activities (what the dictionary is needed for). 4. The analysis of the quality of dictionary recommendations (how to find the necessary information in the dictionary) (Hartman 1983: 3–11).

This inevitably affects the insufficient satisfaction of speakers' relevant communicative ambitions as well as the practical learning of South Slavonic languages in universities. This was the reason why the Ivan Franko National University of Lviv decided to implement the project on compiling several Ukrainian-South Slavonic dictionaries: “Українсько-сербський тематичний словник”, “Українсько-словенський тематичний словник”, “Українсько-хорватський тематичний словник”, which were published in 2015–2016.

The choice of compiling the very type of dictionaries was motivated by the thematic principle of teaching vocabulary which is a fundamental principle in L2 acquisition. Consequently, the sections and subsections of the dictionary, as well as any textbook or manual, are nothing more than a thematically arranged set of lexical units. The necessity of compiling a dictionary, which could serve both as a dictionary and as a methodological manual, has been highlighted in Yu. Apresian's papers in lexicography (Апресян 1967: 47–52).

When studying the lingual and cultural foundations of the thematic principle of teaching vocabulary, a compiler should focus on a specific topic or thematic group. At the preparatory stage which should be based on these foundations, the compilers studied the most common variants of thematic dictionaries according to the method of dividing lexicon into sections and subsections. The first option suggests the distribution of lexemes beyond specific principles or schemes, but in the associative way when the previous word seems to require the inclusion of the next one as well as contribute to the coverage of the topic or subtopic of a section. The second option suggests the alphabetical order of distributing lexemes that may sometimes contradict to the very essence of the thematic dictionary. The second option in educational thematic dictionaries sometimes makes compilers violate the thematic principle in order to include the words associated. One more option for distributing vocabulary suggests distributing by parts of speech (this idea of segregating words in thematic sections belongs to P. M. Roget who applied it in the dictionary “Thesaurus of English words and phrases...” (1852)) (Roget 1852). This principle was chosen for compiling the dictionaries “Тематичен руско-български речник”³ and “Słownik tematyczny języka niemieckiego” (Hatała 1996). The thematic principle of organizing vocabulary was also used in phraseological dictionaries (for classifying phrases and even sentences). Here, even the division of

³ See more in Костюшко 2003.

phraseological units into thematic groups demonstrates their systemic character as well as makes it possible to study the subsystems comprehensively by identifying variability in specific semantic groups. For example, “Slovník české frazeologie a idiomatiky” (Čermák 1983–1994) differs from the rest of phraseological explanatory dictionaries by locating the material: phraseological units are connected by certain general meaning and grouped into larger thematic sections. Rather similar is “Словарь образных выражений русского языка”, an explanatory thematic phraseological dictionary which facilitates the acquisition of material via the sampled use of phraseological units in speech (Телия 1995). However, the abovementioned dictionaries are monolingual; and although they are aimed primarily at systematizing and explaining the meaning of certain phraseological units of one language, they can still be used in teaching a specific language as a foreign one at the advanced stages of learning. The thematic principle is also used in bilingual phraseological dictionaries: they organize the material of a certain topic by leading the user to the systematic study of the phraseological stock of both languages. In particular, this is how the thematic translation dictionary “Русско-болгарский тематический словарь фразеологизмов” (Влахов 1994) was compiled.

The analysis of various thematic dictionaries provides grounds for concluding that the thematic principle of classifying the lexical material is quite convenient and expedient for use in the complex study of different levels of a language’s lexical subsystem (while teaching it as a foreign language). That is why this direction in lexicography is worth developing and supplementing with new approaches. These dictionaries are especially helpful for teaching Slavonic languages as foreign ones, especially for teaching the South Slavonic languages, the learning of which in today’s Ukraine is almost not supplied with Ukrainian textbooks and manuals, and the educational process is often based on outdated editions or foreign publications that are not always appropriate for the Ukrainian user’s fluency level. This is why so beneficial is the work of two departments of Lviv University on compiling learner’s full-fledged thematic dictionaries.

Compiling dictionaries was preceded by the analysis of discursive practices in various branches of knowledge. It helped (1) to select vocabulary of commonly used words as well as special names/terms that formed the basis of the register of a certain thematic branch of the dictionary; (2) to identify the specific features of their lexicographical description; and (3) to determine what information should be presented in the dictionary whose task is to successfully implement intercultural communication within a

certain field of knowledge. After that, the Ukrainian register of the dictionary was finalized.

The wide-ranging political interaction, close economic and academic contacts, active intercultural communication and globalization processes of today's world challenge the teacher of a foreign language to teach effective communication skills in many domains of knowledge. This is why the vocabulary of special domains constitutes a significant share in the thematic dictionaries. This situation is caused by the fact that interpenetrating processes constantly occur between the common vocabulary and the special vocabulary (a term becomes a commonly used word and vice versa), and this process stimulates the exchange of common derivational models. Thus, the gap between the common and special vocabulary becomes rather conditional. However, there are different views concerning this state of art: some linguists claim that there is a complete gap between a term and a common word, while the others emphasize their unity. In particular, O. Veremchuk argues that as a result of "the use of a term in unusual lingual situations, terminological semantics is annihilated that leads to the gradual transition of the word with special meaning to the commonly used lexical fund" (Веремчук 2010: 51). V. M. Pererva voices the opposite view: a term, wherever it is used, always remains a term, i.e. a linguistic sign that informs about a certain object of reality as long as this object exists, and it will always fulfil its main function: the preservation and transmission of information (Перерва 1980–1981: 91–92). This idea is relevant in the sense that the special vocabulary used in figurative or transferred senses retains the connection with a special branch of knowledge and, thus, its correlation with the object of reality. At the same time, the connection between the term and the commonly used word indicates that a significant part of special words is a product of semantic derivation within the existing lingual material. The source for new nominations in special branches of knowledge is its own language, and the basic component is the content side of this language and the composition of its sememes. Only having entered the term system, the commonly used word gets an additional value. To sum up, the minimal unit of the thematic division of vocabulary in the dictionary should not be a lexical unit, but a lexicosemantic variant. In the process of working on the dictionaries, it often happened that a word had several senses which were sufficiently distant from one another and were part of several thematic groups. Moreover, the lexicosemantic variants belong to different domains, including scientific ones.

For example, the word *міло*⁴ belongs both to the thematic group “Людина” (the subgroups)

Частіни тіла	Deli telesa
Будова тіла	Zgradba telesa

and to the thematic group “Фізика” (the subgroups “Рідіни й тверді тіла”)⁵.

тіло(матерія)	telo, snov
аморфне ~	amorfnia snov
анізотропне ~	anizotropna snov
ізотропне ~	izotropna snov.

Having moved from the category of common vocabulary (and from it to the zoological domain) to the computer domain, the word *миша* changed its semantic characteristics, and it was located in two thematic groups: “Інформатика” and “Тварини”. In the process of development, its main general notion turned into a special/scientific concept.

In the process of compiling the dictionaries, another important problem was the selection of special words/terms for fulfilling the main task, i.e. introducing enough lexical tools which present the overall panorama of today’s science and society development and, thus, enable successful communication. So, the dictionary must include both the general normative vocabulary and specialized vocabulary/terminology. It is well known that the vocabulary of any language is actively enriched at the expense of specialized vocabulary and terms. According to the estimates, over 90% of new words which appear in modern European languages belong to the specialized vocabulary. The increase in terms significantly outstrips the growth of common words (Рычкова 2007: 154). At the same time, it is very difficult to choose terms from a huge number of nominations which will be useful for the user. The importance of the extremely thorough selection of words for the dictionary was emphasized by lexicographer V. V. Dubichynskyi (Дубичинский 1998: 49–50). In our case, the selection of each term took place after consulting specialists in specific domains,

⁴ The lexeme *міло*, for example in the public online dictionary, has the following definitions: 1) Matter, substance, which in one way or another is limited in space; a separate object in space. 2) The body of a human or animal as a whole with its external and internal manifestations. 3) Human or animal trunk. 4) Skin-and-muscle cover of a human or animal; muscles, meat and so on (UkrLit.org > slovnyk).

⁵ Samples from “Українсько-словенський тематичний словник” (Васильєва, Воллмеєр Лубей, Лубей, Сокіл 2015).

as well as studying the needs of users, i.e. philology students. As a result, a significant list and scope of thematic groups and subgroups of special vocabulary, especially in the sphere of philology, were formed.

As of the early 21st century, a large number of new names appeared in the Ukrainian and South Slavonic term systems. These were special names that have not yet been widely disseminated in popular literature and included in many existing dictionaries, but are often used in the media, in oral communication by representatives of the Ukrainian, Serbian, Slovene and Croatian linguocultures: for example, *бестсёлер*, *антицелюлітний*, *депіляція*, *целюліт* etc. These words were included into the corpus of the dictionary, as the compilers followed the principle that “the inclusion of the term into the register of a dictionary occurs mainly due to its universality and distribution in the lexical system of this language” (Паламарчук 1976: 253). Here are some examples; namely, these are words and expressions from the cosmetic industry in the “Українсько-словенський тематичний словник”:

антицелюлітні процедури	anticelulitna terapija
депіляція	depilacija
бразильська~	brazilska~
егіпетська~	egipčanska~
цукрова ~	sladkorna~/ ~ s sladkorjem
воскова ~	~ z voskom
~ стрічками з воском	~ s trakovi

The scope of the paper does not provide much space for highlighting the features of communication in those various communicative domains presented in the dictionary, but they can be commented on in general through the prism of the possibilities of users' discursive practices. This aim is reached via including phrases which characterize linguistic behaviour in the relevant communicative situations within each of the thematic sections. In addition to the obligatory knowledge of general or special words in these sections, the thematic groups/(sub)sections also enlist at the end the phrases which can be considered to be optional, but desirable for learning, since they can contribute to successful communication. These are mostly verbal phrases with nouns and adjectives shaped grammatically correctly. The samples of verb agreement ensure the correctness of practical communication in the relevant communicative situation.

While elaborating the structure of the dictionaries, the compilers followed the needs of Ukrainian and Serbian/Slovene/Croatian users. In view

of this, it was important to simplify their structure as much as possible: there are no references; the material is grouped in two columns according to the headings and subheadings of a lexical topic; the complete list of topics is in the index.

The specific features of the structure of these dictionaries are also determined by the compilers' efforts to take into account addressees' communicative intentions as much as possible. For this purpose, words within certain lexical subgroups are arranged in alphabetical order, exceptions and deviations from this principle are possible when the words are connected by associations. This was necessary to do, for example, in the thematic group "Механіка рідін і гáзів (Mehanika tekočin)" or in the subgroup "Дні тїжня (Dnevi v tednu)":

дина́міка	dinamika
ста́тика	statika
рух ідеа́льної рідині	gibanje idealne tekočine
рух в'язко́ї рідині	viskoznost tekočin
те́ртя	Trenje
~	~
поне́ділок	ponedeljek
поне́ділковий	ponedeljkov
вівто́рок	torek
вівто́рковий	torkov
середа́	sreda
чeтвeр	četrtak
п'я́тниця	petek
субо́та	sobota
субо́тній	sobotni
неді́ля	nedelja
неді́льний	nedeljski
де́нь	dan
тїждeнь	teden

The authors had to take the typical linguistic features of the Ukrainians and the Serbs/Croats/Slovenes into account. They are clearly illustrated by non-traditional sections of thematic dictionaries, the representation of a number of geographical names, as well as the names of the residents of Ukrainian, Slovene/Croatian/Serbian cities. The user will not find these lexemes even in large lexicographical editions.

Львiв	Lvov
львiв'я́нин	Lvovčan
львiв'я́нка	Lvovčanka

Велене	Velenje
вельньчáнин	Velenjčan
вельньчáнка	Velenjčanka
вельньчáни	Velenjčani

The dictionaries are primarily intended for university students, but they can also be used for language courses, for the independent study of the vocabulary of colloquial Ukrainian and Serbian, Slovene or Croatian. They can be helpful for tourists, because their purpose is to facilitate the acquisition of specific skills in daily communication as well as in professional communication in the South Slavonic or Ukrainian languages as foreign ones. This aim was enabled by the use of common and special vocabulary from various spheres (library and publishing, transport, culture, computer science, geography, sciences and humanities, army etc.). Although the dictionary focuses on common vocabulary, its lexical material covers not only everyday life but also the most important spheres for the existence of any society: education, medicine, trade, administration, politics etc.

Each of the three components of this project has its own specific features. Because of certain peculiarities of creating Slovene words for naming professionals, sportspeople, public and political figures, the Slovene part of the dictionary contains gender-specific job titles. Due to the features of the Slovene accentuation system, only the place of accent is indicated in the dictionary, and so on. Changes also occurred in the registers of the dictionaries: they were caused by constant changes in public life, which were immediately reflected in the language, especially in its lexical / terminological subsystem. As a result, they became outdated and are not used any more, especially in the domain of computer science, like *дискета*, *сідірóm*, etc., which are still part of the Ukrainian-Serbian dictionary. These words, which are used more and more rarely, were not included into the Ukrainian-Slovene and Ukrainian-Croatian thematic dictionaries.

It should also be noted that by the time of compiling these dictionaries, no bilingual Ukrainian-Serbian, Ukrainian-Croatian or Ukrainian-Slovene dictionary had been published in Ukraine, so the compilers, working on the registers of the thematic dictionaries, followed first of all the requirements for compiling short bilingual dictionaries and thematic dictionaries of other languages. The work involved the existing comprehensive dictionaries of Ukrainian, Serbian, Croatian and Slovene as well as the computer version of the “Dictionaries of Ukraine by the Institute of Language and Information Research” (Словники України). This was the first attempt to produce

bilingual Ukrainian-Serbian, Ukrainian-Croatian and Ukrainian-Slovene lexicographic editions which would be useful for all interested language users. The dictionaries are suitable for translating Ukrainian and Serbian / Slovene / Croatian texts, including computer-aided translation. The electronic version enables the search of a word in the appropriate lexical milieu.

Thus, the problem of compiling Ukrainian-Slavonic dictionaries (especially when the second part of the dictionary represents one of the South Slavonic languages) still remains topical. Meanwhile, the published thematic dictionaries can be used both as regular translation dictionaries and as tutorials to study the common and special vocabulary of a specific language. This, hopefully, will contribute to the development of Ukrainian-Slavonic lexicography for learners in general, as well as draw to the project the attention of teachers of other South and West Slavonic languages, and possibly also those of the East Slavonic languages, especially Belarusian.

Viri in literatura

František ČERMÁK, 1983–1994: *Slovník české frazeologie a idiomatiky*. Ur. František ČERMÁK. D. 1–4. Praha: Academia.

Reinhard R. K. HARTMAN, 1983: On Theory and Practice. *Lexicography: Principle and Practice*. London – New York: Academic Press. 3–11.

Grażyna HATAŁA, 1996: *Słownik tematyczny języka niemieckiego*. Zielona Góra: Kanion.

Peter Marc ROGET, 1852: *Thesaurus of English words and phrases classified so as to facilitate the expression of ideas and assist in literary composition*. London.

UkrLit.org > slovník Dostopno na: <http://ukrlit.org/slovnnyk/%D1%82%D1%96%D0%B-V%D0%BE>; pridobljeno 10. 10. 2019.

Dostopno na <http://www.fran.si/>; pridobljeno 5. 10. 2019.

Юрий Д. АПРЕСЯН, 1967: *Экспериментальное исследование семантики русского глагола*. Москва: Наука.

Людмила ВАСИЛЬСВА, Яня ВОЛЛМАЄР-ЛУБЕЙ, Прімож ЛУБЕЙ, Богдан СОКІЛ, 2015: *Українсько-словенський тематичний словник*. Львів: ЛНУ ім. Ів.Франка.

Сидор ВЛАХОВ, 1994: *Русско–болгарский тематический словарь фразеологизмов*. В.–Тырново: Издательский центр.

Ольга ВЕРЕМЧУК, 2010: *Стилістична транспозиція термінологічної лексики в сучасній українській мові (кодифікаційний аспект)*. Рівне, 2010.

Елена И. ГОРОШКО, 2003: *Языковое сознание: гендерная парадигма*. Москва, Харьков: ИНЖЭК.

Владимир. В. ДУБИЧИНСКИЙ, 1998: *Теоретическая и практическая лексикография*. – Вена – Харьков: Wiener Slawistischer Almanach, Харьковское лексикографическое общество.

Свєгенія КАРПІЛОВСЬКА, 2003: Принципи моделювання системної організації лексики в словниках інтегрального типу = Principles of modeling of systematic organization of vocabulary in dictionaries of integral type. *Матеріали V конгресу Міжнародної асоціації українців. Мовознавство. Збірник наукових статей. Proceedings of the 5th Congress of the International Association of Ukrainianists. Linguistics. Collection of scientific articles*. Чернівці: Рута. 42–47.

Тетяна Ю. КОВАЛЕВСЬКА, 2001: *Асоціативний словник української рекламної лексики*. Одеса: Астропринт.

Оксана КОСТЮШКО, 2003: Тематичні словники у сучасній слов'янській лексикографії = Thematic dictionaries in modern Slavic lexicography. *Проблеми слов'янознавства. Problems of Slavic Studies* 53. 271–280.

Павел Б. ПАРШИН, 1986: Типы словарей и принципы лексикографического описания = Types of dictionaries and principles of lexicographic description. *Системные исследования. System research*. Москва: Наука. 386–42.

Леонид С. ПАЛАМАРЧУК, 1976: Терминологическая лексика в общезыковом (филологическом) словаре = Terminological vocabulary in the general linguistic (philological) dictionary. *Проблематика определений терминов в словарях разных типов. Problems of definitions of terms in different types of dictionaries*. Ленинград: Наука. 250–257.

Владимир М. ПЕРЕРВА, 1980–1981: Перерождаются ли термины в общем употреблении = Whether the terms are transformed into general use. *Современная русская лексикография. Modern Russian lexicography*. Ленинград: Наука. 89–97.

Януш РІГЕР, 2007: *Українсько–польський тематичний словник*. Львів: Вид–во УКУ.

Людмила В. РЫЧКОВА, 2007: Многоязычные базы данных в терминологии и терминографии = Multilingual databases in terminology and terminography. *Современная лексикография: глобальные проблемы и национальные решения. Modern lexicography: global problems and national solutions*. Иваново: Ивановский госуниверситет. 154–156.

Словники України. Версія 1.04, 2004. Київ: Національна академія наук України, Інститут мовно–інформаційних досліджень. На диску.

Вероника ТЕЛИЯ, 1995: *Словарь образных выражений русского языка*. Ред. Вероника Телия. Москва: Отечество.

Povzetek

Slovaropisje je ena od prvotnih filoloških dejavnosti. Sčasoma so se struktura slovarjev in načini njihovega sestavljanja izboljševali, pojavile so se nove zahteve po združevanju teoretičnih spoznanj ter njihovi praktični uporabi. Dandanes imajo slovarji pomembno

vlogo ne le v medsebojnem sporazumevanju, temveč tudi v meddržavni politični in poslovni komunikaciji. Prav tako so nepogrešljivi pri učenju katerega koli jezika. Slednje je povezano z odločilnim pomenom besedišča pri usvajanju tujega jezika, kar je v didaktiki poučevanja splošno sprejeto dejstvo. Po eni strani je leksikalna raven v jezikovnem sistemu osrednja, po drugi pa je njena strukturiranost v primerjavi z drugimi ravnmi precej manj razvejana; v leksikalnem podsistemu je namreč pravil znatno manj, kot je edinstvenih sestavin. Če lahko fonetični, morfološki, skladenjski podsistem v učbenikih predstavimo precej poglobljeno, je leksikalni podsistem praktično nemogoče zajeti. S tem je pogojena tudi specifičnost slovarjev za študijske namene. Prispevek obravnava načela za sestavljanje tematskih slovarjev kot študijskih priročnikov pri učenju tujih jezikov, ki zaradi primerno organiziranega besedišča ustrezajo zahtevam komunikacijske metode. Njihova posebnost se kaže v prepletu systemskega opisa leksikalne ravni jezika ali njegovih fragmentov in osredinjenosti na različne govorne položaje. Predstavljen je zaključeni projekt sestavljanja ukrajinsko-slovenskega slovarja. Slovar vsebuje približno 10000 onaglašanih besed in besednih zvez, besedišče najpogostejših govornih položajev, nanašajočih se npr. na teme družine, hrane, družabnega življenja, hotela ipd., zajema tudi strokovne izraze, npr. s področij matematike, kemije, jezikoslovja, vojske, pravosodja ipd., omogoča usvojitve besedišča, ki se navezuje na ukrajinski kulturni kontekst, učenje besedišča po posameznih temah, na pregleden način prikazuje določene semantične odnose, dosledno navaja dovršne in nedovršne oblike posameznih glagolov. Slovar je dobrodošel, saj predstavlja uvod v poznavanje obeh jezikov. Namenjen je predvsem študentom in študentkam slovenščine oziroma vsem, ki se želijo naučiti slovenščino sami, in tudi drugim, ki se strokovno ukvarjajo z jezikoslovjem.