

## **Place Of Elbek In The Uzbek National Language Development**

**By**

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### **Abstract**

The article examines the views of Elbek, one of the largest representatives of the Turkestan Jadidism movement, on the development of the national language, the lexicon and standards of the Uzbek literary language, and his works on linguistics and mother (Uzbek) language education. Accordingly, its role in developing the theoretical issues of the Uzbek literary language, bringing its laws and regulations into a certain order, creating the grammar of the Uzbek language, raising the socio-political status of the language and the development of the national language was evaluated. The topic is analyzed on the basis of descriptive, comparative-historical and generalization methods.

**Keywords:** language of modern literature, Uzbek language, literary language, national language, ancient Turkish words, dictionary, Arabic, Persian, Russian, alphabet, spelling, punctuation, term, pronunciation words.

### **I. Introduction**

At the end of the 19th century and the beginning of the 20th century, the Jadidism movement was formed as a social phenomenon in Turkestan. In the formation and development of this movement, Mahmudhoja Behbudi (1875-1919), Abdurauf Fitrat (1886-1938), Abdulla Avloni (1878-1934), Abdulla Qadiri (1894-1938), Cholpon (1897-1938), Ishaq Khan Ibrat (1862-1937), Elbek (1898-1938), Botu (1904-1938) and others have a special place. They created modern Uzbek literature, brought it to a high level, created a new, modern literature instead of the traditional literature that has been practiced for a thousand years, new literary types and genres (drama, story, novel, brought literary criticism, publicism) to Uzbek literature, created a traditional literary form as well as finger weight. With this, they laid the groundwork for the popularization of finger weight in Uzbek literature and for it to become the main literary form in poetry.

### **II. Literature review**

Jadids tried to create a single literary language for the Uzbek people and a national literary language on its basis. In this period, various views and theories arose regarding the formation of the national unity. They were:

1. All-Turkish literary language theory. The founder and propagator of this theory was Ismailbek Gaspirali. It is known that he put forward the idea of introducing a common written literary language for all Turkic peoples based on the Turkish and Crimean Tatar languages [12, p. 56].
2. The theory of creating the national language on the basis of the "Chigatai" language, that is, the old Uzbek literary language. "A certain group of intellectuals put forward the idea of returning to the old "Chigatay" language and restoring it" [6, p. 57].

3. The theory of formation and development of the national language based on Uzbek folk dialects and dialects. Supporters of this theory, in turn, were divided into three groups. The members of the first group expressed the opinion that it is necessary to create a single literary language for the Uzbek people, taking into account all dialect features that are the basis for the formation of Turkic languages. Those in the second group believed that it is necessary to create different literary languages based on the dialects of certain regions. Those in the third group advocated that the Qarluq dialects, which are the basis for the formation of the Uzbek language, should be the main source for the literary language [2, p. 189].
4. Development of the literary language based on the Arabic language, the theory that the Arabic language should be the language of education for the Uzbek people. Supporters of this theory tried to connect the issue of literary language with religion. They expressed their views as follows: "Our religion is Islam. For every Muslim, it is Arabic. Every Muslim must learn the morphology and syntax of the Arabic language. In their opinion, the language of education in schools and madrasas should be Arabic [6, p. 178].
5. The theory of creation and development of the national language based on the medium and influence of the Russian language. Some intellectuals emphasized that the Russian language and its vocabulary are the main source of enrichment of the vocabulary of the Uzbek language. They showed a special enthusiasm for bringing elements of the Russian language into the Uzbek literary language, and were sympathetic to their assimilation and use in the Uzbek language [6, p. 178].
6. The theory of processing the written and spoken national language, defining its modern norms and creating a literary language on this basis [5, p. 126]. Mashriq Yunus-Elbek is one of the famous representatives of Uzbek literature of the period of national renaissance. He left a rich spiritual heritage as one of the brightest representatives of Turkestan Jadidism movement, as a poet and writer, literary critic and linguist, translator and educationalist.

### **III. Analysis**

It is known that Jadids tried to update and modernize science, literature, art, language, alphabet along with social, economic, cultural and educational spheres. The issue of language was especially important in their work. Because by this time, developing the theoretical issues of the Uzbek literary language, bringing its laws and regulations into a certain order, creating a grammar of the Uzbek language, and raising the socio-political status of the language were very urgent issues.

From this point of view, the Jadids paid special attention to the issue of language and wrote a number of scientific and theoretical works dedicated to it. For example, M. Fakhriddinov's "Turkish rule" (1913); Behbudi's "The Question of Language" (1915); Fitrat's "Our Language" (1919), "The Literature of Our Language" (1921), "An experiment on the rules of the Uzbek language. Book One: Consumption. The second book: Nahv" (1925-1930); Munavvar Qori, Qayum Ramazan, Shorasul Zunnun's "Uzbek Language Lesson" (1925); Shorasul Zunnun wrote articles and textbooks such as "Uzbek language rules" (1925).

The social, economic, cultural and political changes that took place in the life of the Uzbek people at the end of the 19th century and the beginning of the 20th century were also

reflected in the attitudes and views towards the native language. The political currents (intellectuals) that emerged in the second half of the 19th century began to pursue a certain policy about the nation as a whole, along with educational and political issues [1, p. 56]. This policy intensified again at the beginning of the 20th century. The most advanced intellectuals of the time, including the representatives of the Jadid movement, worked to form the Uzbek people as a nation and considered this their greatest goal. It is known that in order for a nation to exist, along with social-political, territorial and spiritual-spiritual unity, the most important language unity must also exist. For example, Elbek, who deeply understood the essence of the issue, worked for the formation of a single literary language for the Uzbek people and, because of it, a national literary language, paid special attention to this issue.

Elbek's scientific legacy includes many works on the study of linguistics and educational problems [7, 8, 9]. They include articles such as "Let's be literate in language teaching", "Let there be unity in the language of the newspaper", "The issue of spelling"; scientific-methodical programs such as "Writing Ways", "Mother Tongue in Primary School"; it is possible to mention historical explanatory dictionary such as "Lug'at va atama". The first two articles express Elbek's views and attitudes towards mother tongue education in schools.

In his opinion, special attention should be paid to the subject of the mother tongue during school education. Because the science of the mother tongue is the basis for raising the level of literacy and acquiring knowledge of all other subjects. Based on the demands of the social era, it is necessary to find ways to improve it and improve its quality and efficiency. For this, first, it is necessary to take measures to improve the literacy level of teachers who teach this subject. Because teachers are the first link in the general chain of public literacy. Elbek writes in this regard in the article "Let there be unity in the language of the newspaper": "Journalists also learn from teachers, they write as they teach. A student who has learned from teachers of different knowledge also follows example of his teacher. A student-journalist, who learned from a teacher with such knowledge, also writes words differently." In this sense, Elbek understood the mother tongue as a comprehensive science that affects all sciences and conquers them with its laws. He considered that it is necessary for teachers to know their mother tongue well, to be able to write correctly, regardless of their subject [7, p. 16]. In these works, some opinions of the writer on cleaning the vocabulary of the Uzbek language from foreign words, refining it, forming a single Uzbek literary language, and improving spelling rules are also expressed.

## **IV. Discussion**

In Elbek's "Mother Tongue in Primary School" methodical guide, written in 1923, it was emphasized once again that the science of mother tongue is important in school education and in the life of the nation as a whole. He writes: "The mainstay of a country's school is its mother tongue. The school of a country is based on the language of that country. The language of El is the touch of a mother to the school of El" [8, p. 264].

Like other modernists, Elbek believes that education, especially the initial stage of the educational process, should be carried out in the native language of each nation, and he strives to introduce these ideas into the social and educational life of the Uzbek people. The fact that the mother tongue (Uzbek) is an important basis for the creation of the national education system, as well as for the formation of the nation and its literary language, is deeply embedded in the content of all his works. "All knowledge is given through the mother tongue. The mother tongue at school is the basic stage of knowledge," Elbek writes.

Vocabulary is important in the scientific activity of the prolific artist Elbek. In order to demonstrate and prove that the Uzbek language is rich in lexical units, to refine it and, most importantly, to enrich the spiritual world of our people, in 1924, he created a historical annotated dictionary called "Lug'at va atama" and published it in "Inqilob" magazine. Published in the 13-14 joint issue.

The lexicographer Elbek used the language of the works of Lutfiy, Alisher Navoi, Sofi Olloyor, Babur, Abulghozi Bahadirkhan, who contributed a worthy share to the development of Uzbek literature, and focused on the common Turkic words in them; turned Almost all lexical units in the dictionary are words belonging to their class. Elbek tried to consistently explain each word and fully explain its meaning. He tried to explain the meaning of the word, as well as its secondary meaning. Undoubtedly, this historical explanatory dictionary has an important place in the development of Uzbek lexicography.

Elbek's article "The Problem of Spelling" was written in 1920 and was published in the issues of "Ishtirokyun" newspaper on September 18-19 and October 7. The article describes the writer's scientific views on spelling reform. He stated that the demand of the social era is to immediately "eliminate the old (defects) and difficulties in spelling", to come to a definite conclusion and adopt uniform general rules on this basis. Elbek mentions that there are two types of spelling, namely "Chigatai spelling" and "old spelling".

«Chigatoy Gurungi» put the so-called «Chigatoy spelling» forward and nine "chozhgi" (vowels) were accepted in writing. In addition, in this spelling, it is required to take into account the features of harmony in the process of writing and pronunciation, to write according to the pronunciation of the word. In his article, Elbek writes the following about the shortcomings and defects of the "Old Spelling": The so-called "Old Spelling" is a spelling that has been written without syllables and without a foundation since ancient times. Because one word can be read in several different ways, people make a lot of mistakes" [8, p. 254]. According to Elbek, the "old spelling" should be completely abandoned, and the shortcomings of the "Chigatoy spelling" should be corrected. He mentions the following as the disadvantages of "Chigatai spelling":

- 1) in spelling, letters are divided into two groups, i.e. Turkish and foreign letters. The group of foreign letters includes "ha", "ain", "alif", "zod", "sod", "itqi", "izgi", "so", "zol", used in Arabic and Persian words. The letters "ji" are included. The remaining twenty-four letters are Turkish. The distribution of letters in two groups creates certain errors and difficulties in writing. Especially for young children who are just learning to write, "Who do not understand their own language well", this path creates many complications. Because they still do not know which language, a particular word belongs to; even adults have difficulty defining Turkish, Persian, Arabic words;
- 2) because foreign letters are "guests", they are given a "higher place than Turkish letters" in spelling. This complicated the spelling;
- 3) Like the Tatar spellers, in the "Chigatai orthography" it is mentioned that "long (vowels) should be expressed in writing. Spellers of Tatarstan adopted seven "chozgi" and "Chigatai spellers" accepted nine "chozgi" and they were divided into three groups. Among them, "alif" is a thick letter, and "u" is a thin letter. The second is "ust-longs", which include the vowels "a" ("alif"), short "e" and "o". These are "thick legs". The third one is called "substrings" and includes "thick substring "e", "thin "i", "short substring "y-e". Writer approves of the new rules regarding "extensions".

However, he believes that these rules should be applied not only to "Turkish words", but also to foreign words - Arabic and Persian. It is necessary to generalize the rules, to write all words based on a single rule. In this regard, he writes: "Just as I say that foreign words should be written with Turkish letters, I say that foreign words should also be included under the rules made for Turkish" [8, p. 256]. In his opinion, it is necessary to abandon the rules of the foreign language, which have been in force for several hundred years, and to "subjugate" foreign words to the rules created based on the nature of the Turkic (Uzbek) language. In this way, it is possible to save the "Turkish-Uzbek language" from the influence of foreign languages, ensure its development and increase its social and political influence.

Elbek emphasized that foreign words should be written according to their pronunciation. In addition, in his opinion, it is necessary to pay special attention to Turkish (Uzbek) words when writing, to use such words as much as possible. For example, instead of "makotib" (letters), "jozogs", "pen" or "yozgich" instead of "qalam" (pen). He said that there is no difficulty in writing Turkish (Uzbek) words. The "Turk-Uzbek" language is very rich. Alternatives to almost all foreign words can be found in this language structure and context. In the article, Elbek also expressed his point of view, scientific views and attitude to one of the most important issues of the time, i.e. the reform of the Arabic script. In this article, he gave logical and reasonable suggestions, opinions and advice for the improvement and perfection of spelling.

In 1921, Elbek's program "Writing Ways" was published. The manual is intended for teachers and students of the 2nd-4th grade, in which the rules of spelling are expressed in a concise and understandable way. The writer himself calls this work a "lesson". Manual - the program includes eleven "saboq" (lessons) in addition to "One or two words" ("Introduction") and "so'ngso'z" ("Afterword"). In the "Introduction" Elbek explained the purpose of writing the manual. He writes in this regard: "Since there are no "writing ways" in our country, our writings are not written in different ways, everyone's scribe turns in the direction he wants, goes the way he wants, and behind that road there are several different roads. Without 1, the writings had come to the surface. Shouldn't it be necessary to put these wrong writings on a straight path and bring them under one roof" [9, p. 274].

It is clear that shortly before this scientific-methodical manual, the members of «Chigatoy Gurungi» on correct writing and spelling rules published the textbook «Bilim yo'llari». According to Elbek, writing and spelling have improved a lot thanks to this textbook. "However, at the end of the language-spelling congress held at the beginning of the 21st year, new things were added to our spelling. Therefore, some of the principles indicated in the "Paths of Knowledge" have been corrected... That is why I wrote this handbook (booklet) in accordance with the decision (decision) of the congress on a new path. [10, p. 274].

From this opinion of the writer, it is understood that at the beginning of 1921, the Congress of Language and Spelling will be held in Tashkent at the initiative of the members of "Chigatoy Gurungi". It introduces certain innovations to the basics of spelling. It should be noted that the issue of alphabet and spelling will be discussed at the congress and the old alphabet and spelling will be officially reformed. Elbek writes this guide based on the requirements of the decisions of this congress. We mentioned that the manual consists of eleven lessons. They include "consonants (letters)", "consonant stretches (letter ends)", word, "word fragment" (syllable), "thick and thin stretches » (hard and soft vowels), «continuous and long consonants» (continuous and continuous letters), «suffixes», «spelling of suffixes», «changes of consonants», information on spelling rules, comments and explained.

"Afterword" contains Elbek's views and recommendations on the spelling of foreign words. In his opinion, first, Arabic and Persian borrowed words should be written with the letters used for the sound system of the Uzbek language. In other words, the letters "zod", "izgi", "zol" in the graphic form of foreign words, in particular, Arabic words, are written with z, and the letters "sod", "se" are written with s. Elbek puts forward such an opinion about this: "When we write, we should write the foreign words stuck in our language completely with our consonants." Elbek meant the concept of letter by "sound". Secondly, it is necessary to take into account the tone of foreign words and write them in accordance with the pronunciation based on the features of the phonetic structure of the Uzbek language and the laws of synharmonism related to the nature of Turkic languages.

Thirdly, the author recommends to "find" and use lexical units of the general Turkish level instead of some foreign words that "impede" the spelling rules. "The rule we made for ourselves in the middle of our writing is that we should find our own words instead of the words that the rainmakers give us. For example, if we write "book" against the rules and use the word "bitik" with difficulty, we will find a long way to get rid of the difficulty," the scientist writes.

These works of Elbek are significant in the history of Uzbek linguistics and pedagogy as they are the first instructional manuals-programs created for the science of mother tongue. We would not be wrong to say that these works became an important basis for the development of Uzbek linguistics and the school education system. The results of the analysis of Elbek's linguistic heritage led to the following conclusions:

In the content of all Elbek's works, the socio-political influence, restoration and promotion of the mother tongue (Uzbek) which has been affected by foreign languages for several centuries; the idea of honoring it, valuing it, always linking it with the concept of nation, looking at it as a component of national spirituality has been expressed;

Elbek worked to create a single Uzbek literary language, which is an important tool and basis for the overall formation of the nation. He closely linked the fate of his mother tongue with his own and served it faithfully until the end of his life;

Elbek tried to fundamentally change, update, modernize, and secularize the goal of education, its content, mission, methods and tools, which are the basis of the educational system. His reform ideas about the need to teach children in the mother (Uzbek) language at school were a revolutionary event and important for his time;

Elbek deeply understood the issues of the Uzbek language. He tried to apply, verify and test every theory he created in social life;

Elbek justified the fact that the Uzbek language is very rich in lexical units both theoretically and practically;

Elbek created the first historical explanatory dictionaries not only in Uzbek linguistics, but also in Turkic studies. These became the basis for the development of Uzbek lexicography;

Elbek developed new spelling rules, fought for its simplicity, accuracy, and conciseness. Most importantly, based on the nature of the Uzbek language, he created spelling rules. He expressed sympathy for the principle of coordination, commonality and proportionality of pronunciation and writing and consistently promoted it, followed the phonetic principle in developing the writing rules of the Uzbek language;

Elbek paid particular attention to the purity of the language in the matter of terms. He enriched the system of Uzbek terminology with new terms, making extensive use of the internal resources and capabilities of the language.

## **V. Conclusion**

It should be noted separately that the formation of the Uzbek national language is directly related to the efforts of Jadidism, for example, Elbek. He deeply understood the characteristics of the national language and performed the following noble works to manifest the Uzbek literary language in the form of a national language:

strengthening the socio-political position of the Uzbek language, raising its status to a higher level, enriching the vocabulary of the Uzbek literary language with new words related to the social-political, economic-cultural life, industry, technology, science actively participated. As a result of the services of him and other intellectuals, it was possible to almost completely satisfy the linguistic needs of these fields, the role of the Uzbek language in social life improved, and it truly became the main means of communication and communication. Elbek showed enthusiasm in writing manuals and scientific works for the development of the national language, creating dictionaries, scientifically developing and improving the grammar of the Uzbek language, and creating a writing system that meets the needs and demands of all social strata of the Uzbek people. He made a significant contribution to the development of Uzbek national linguistics and education with his brilliant and significant scientific-methodological heritage.

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