

Researches of Elbek on Linguistics

Karimova Mushtariy

Master of Andijan state university

Email: karimovamushtariybegim@gmail.com

Annotation: *This article examines Elbek's views on the study of linguistic problems, methodological recommendations, the socio-political influence of the mother tongue, views on the restoration of status, theoretical views and attitudes to the issue of language and spelling.*

Keywords: literacy, spelling, national education, alternative, purification, foreign word, writing, dictionary

Introduction: Elbek's scientific legacy includes many works on the study of linguistic problems. These include articles such as "Let's be literate in language teaching", "Let there be unity in the language of the newspaper", "Spelling problems"; Scientific and methodological programs such as "Ways of writing", "Mother tongue in primary school"; Examples include historical dictionaries and glossaries.

Main part: The first two articles describe the author's views and attitudes towards mother tongue education in schools. According to him, special attention should be paid to the subject of mother tongue in school education. Because the science of the mother tongue is the basis for raising the level of literacy and knowledge of all other disciplines. Given the demands of the social era, it is necessary to find ways to improve it and improve its quality and efficiency. To do this, first of all, it is necessary to take measures to improve the literacy of teachers of this subject. Because teachers are the first link in the general chain of public literacy.

Elbek writes in the article "Let there be unity in the language of the newspaper": "Journalists also learn from the teacher, they write as they teach. A student who learns from teachers of different backgrounds also follows in the footsteps of his teacher. A student journalist who learns from a teacher who has little knowledge also writes words differently."

In this sense, Elbek understood the mother tongue as a comprehensive science that affects all sciences, conquering them by its own rules. Teachers, regardless of their subject, must be fluent in their mother tongue and able to write correctly. These works also reflect some of the author's views on the purification of the vocabulary of the Uzbek language from foreign words, its purification, the formation of a single Uzbek literary language, the improvement of spelling rules.

Elbek's 1923 textbook, Mother Tongue in Primary School, also emphasizes the importance of mother tongue in school education and in the life of the nation as a whole. He writes: "The main language of a nation's school is its native language. The school of a nation is based on the language of that nation. The language of the country is the mother of the school."

Elbek, like other Jadids, believes that education, especially in the early stages of the educational process, should be conducted in the native language of each nation, and seeks to incorporate these ideas into the socio-educational life of the Uzbek people. The fact that the mother tongue is an important basis in the creation of the national education system, as well as in the formation of the nation and its literary language, is deeply ingrained in the content of all his works. "All knowledge is given through the mother tongue. The mother tongue in school is the basis of the knowledge of existence," writes Elbek.

In 1921, Elbek's Ways of Writing was published. The handbook is intended for teachers and students in grades 2-4 and contains concise and clear spelling rules. The author calls this work a "lesson."

In addition to "One or Two Words" ("Introduction") and "After" ("After Word"), the syllabus includes eleven "lessons" (lessons). In the introduction, Elbek explains the purpose of writing the manual. He writes in this regard: "Since we do not have" ways of writing "to this day, our writings are not written in the same way. The records without I were exposed. We don't consider it necessary to comment on such fabrications."

Vocabulary plays an important role in the scientific work of the versatile artist Elbek. In 1924, in order to demonstrate, prove, purify and, most importantly, to enrich the spiritual world of our people, the Uzbek language was rich in lexical units. published in the 13-14 joint issue of the magazine. The lexicographer Elbek used the language of the works of Lutfi, Alisher Navoi, Sufi Alloyar, Babur, Abulgazi Bahodir Khan, who made a worthy contribution to the development of Uzbek literature and focused on their common Turkish words. drew. Almost all lexical units in the dictionary are words of their own layer. Elbek tried to interpret each word in a consistent way, to fully explain its meaning. He tried to interpret the word not only for its (main) meaning but also for its figurative and additional meanings. Undoubtedly, this historical dictionary plays an important role in the development of Uzbek lexicography.

Elbek's article, The Spelling Problem, was written in 1920 and published in the September 18-19 and October 7 issues of *Ishtirokiyun*. The article describes the author's scientific views on spelling reform. He stressed that the demand of the social epoch is to "immediately eliminate the

obsolescence (defects) and difficulties in the spelling", to come to a definite conclusion and on this basis to adopt a single general rule. Elbek notes that there are two types of spelling, "chigatay" and "old". The spelling, known as the Chigatay spelling, is known to have been put forward by the Chigatay gurungi, in which nine "vowels" (vowels) were adopted to represent writing. In addition, the spelling is required to take into account the features of the melody in the process of writing and pronunciation, to write according to the pronunciation of the word.

Elbek writes about the shortcomings of the "Old Spelling" in his article: is difficult. Because one word can be read in many different ways, one is often mistaken. "

According to Elbek, the "old spelling" should be abandoned altogether, and the shortcomings of the "spelling" should be corrected. He cites the following as shortcomings of the "spelling": 1) the letters in the spelling are divided into two groups, namely, Turkish and foreign letters. The group of foreign letters includes the words "ha", "ayn", "alif", "zod", "sod", "itqi", "izgi", "so", "zol", which are used in Arabic and Persian words. The letters "ji" are included. The remaining twenty-four letters are Turkish. The fact that the letters are given in two groups causes certain errors and difficulties in writing. This is especially difficult for young children who are just learning to write and "don't understand their language well." Because they still don't know what language a particular word belongs to. Even adults find it difficult to identify words in Turkish, Persian, and Arabic; 2) Since foreign letters are "guests", the spelling is given "higher place than Turkish letters". This complicated the spelling; 3) Like the Tatarstan spellings, the "chigatay spelling" states that "vowels" should be expressed in writing. The Tatarstan orthographers received seven "chuzgis" and the "chigatay orthographers" received nine "chzogs" and were divided into three groups. Of these, "alif" is thick and "u" is thin. The second is the "upper syllables", which include the letters "a" ("alif"), the short vowels "e" and "o". These are the "thick ones". The third is called the "bottom elongation" and includes the thick bottom elongation "e", the thin "i", and the short bottom elongation "y-e". The author approves of the new rules for "stretches". However, he believes that these rules should apply not only to "Turkish words", but also to foreign words - Arabic and Persian. Generalization of rules should be based on a single rule when writing all words. He writes: "Just as I said, 'Let foreign words be written in Turkish,' I want foreign words to be included in the rules for Turkish."

According to him, it is necessary to abandon the rules of a foreign language, which have been in force for hundreds of years, and to "submit" foreign words to the rules created by 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, to ensure its development and increase its socio-political prestige. Elbek emphasizes 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, "letters" instead of "letters", "pen" or "pen" instead of "pen". According to him, there is no difficulty in writing Turkish (Uzbek) words. The Turkish-Uzbek language is very rich. Alternatives to almost all foreign words can be found in the context and context of this language. In the article, Elbek also expressed his views, scientific views and attitudes to one of the most important issues of the time - the reform of the Arabic script. In this article, he offers logically correct and well-founded suggestions, comments and suggestions for improving and perfecting the spelling.

In the content of all Elbek's works, the socio-political prestige of the native (Uzbek) language, which has been under the influence of foreign languages for centuries, is restored and raised; the idea of respecting it, valuing it, always linking it to the concept of nation, looking at it as an integral part of national spirituality. Elbek worked to create a single Uzbek literary language, which is an important tool and basis for the formation of the nation and showed unparalleled devotion to its purification, simplification and improvement. He closely connected his mother tongue with his own destiny and served it faithfully for the rest of his life.

Conclusion: In general, Elbek with his multifaceted and significant scientific and methodological heritage has made a worthy contribution to the development of Uzbek literature, linguistics and education. Elbek, who linked the development of the people with the development of education, paid special attention to the language issue. In his view, the language was a matter of life and death for the nation. Accordingly, the language issue rose to the level of politics during this period. Elbek was active in the language policy process. He worked to restore the socio-political rights of the Uzbek language, defended its richness with great vigour and zeal.

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