

On The Study And Teaching Of Turkish Languages In English Speaking Countries

Sadiqov O.B.

Lecturer at the Samarkand Institute of Economics and Service
Samarkand, Uzbekistan

Abstract: *This article describes the Turkic languages, their classification by world scientists, the results of scientific research, the results of observations in an analytical aspect. The article also aims to shed some light on the study and teaching of Turkic languages in English-speaking countries. The author has made a comparative study of these issues.*

Keywords— Turkish languages, linguistic and ethnographic data, classification, foreign studies, modern approach, solutions.

1. INTRODUCTION

It is known that in recent years, our country has undergone large-scale reforms in the field of education and science. Investments have been attracted in the development of science and other areas, and the scope of cooperation has expanded. However, the study of Turkic languages abroad, including Uzbek, has not been studied in a monograph. This indicates the relevance of the topic.

Currently, Turkic languages, including Uzbek, are being studied all over the world. For example, Uzbek is taught in 8 universities in Japan, 18 in Turkey, 8 in the United States and 4 in Germany. This indicates that the Uzbek language is gaining popularity in the world community. Extensive research in Central Asia, particularly in Uzbekistan, is being conducted at U.S. universities and various research centers. Studies by Zbigniew Brzezinski, Frederick Starr, Edward Allworth, Martha Brill Olcott, N. Carpathians, Mark Katz, John Shoberlain, Bill Fairman, Martin Spechler, Zino Baran, and others have reflected the results of research on Turkic languages.

2. MAIN PART

The purpose of the study: It is a comparative account of the study of Turkic languages in English-speaking countries.

The object of the study is the study of Turkic languages in English-speaking countries. M. Kashgari developed in his time unique to all sources of the ancient Turkic language. In the following period, the study of the phonetic features of the written monuments of the ancient Turkic language period, as in all aspects, was continued at a new stage by such scholars as V. Thomsen, V.V. Radlov, H. Vamberi, P.M. Melioransky, V. Bang. In the study of phonetic and grammatical features of ancient Turkic language sources AMShcherbak, V.G. Kondratev, A.S. Amanjолоv, N.K. Antonov, G. Aydarov, D.M. Nasilov, A. Gaben, H.N. Orkun, A.J. Emre, T. Tekin, Uzbek scholar's G ' Abdurahmanov, A. Rustamov, E. Fozilov have great scientific merits. Along with many attempts to classify Turkic languages by Russian Scholars I. N. Berezin, N. I. Ilminsky, V. V. Radlov, N. A.

Aristov, and N. F. Katanov, Korsh found their synthesis in the latest classification currently used by foreign scholars. The main criteria for the division of Turkic languages into groups and subgroups in this classification are phonetic and, in part, phonetic-morphological features, which reflect the specific features of the grammatical structure of Turkic languages. Lrof's classification of Turkic languages is based on a slightly different basis. It should also be noted that there have been many attempts by foreign scholars to classify Turkic languages, but they have not created their own original system and use classifications published by Russian scholars in their contemporary works. The first attempts based on random, fragmentary linguistic and ethnographic data included the classifications of A. Balbi, A. Remuz, A. Palmblad, and G. Vamberi. Subsequent classification is, as a rule, already based on classification schemes and research of Russian scientists. These include the notes of G. Winkler, K. Foy, G. Rahmati, the synthesized classification of V.V. Radlov and F.E. Korsh, the classification of the Hungarian Scientist L. Ligeti and, finally, the last work of the Finnish Turkologist M. Ryasianen, in which a clear classification of G. Ramstedt is given and a general classification of the Altaic languages is given.

Finally, we also find very interesting information about the classification of Turkic languages from 11th century Eastern philology. Mahmud Kashgari from his famous dictionary not only identifies the main groups of languages: Oghuz, Kipchak, Turkic (Uyghur), but also defines the main criteria for their classification.

The subject of the study is the study of Turkic languages in English-speaking countries. It is known that Turkic languages are the languages of modern and ancient Turkic peoples and ethnic groups, mainly in Uzbekistan, Turkey, Azerbaijan, Kazakhstan, Kyrgyzstan, Turkmenistan, China, Afghanistan, Iran, Tajikistan, as well as in Bulgaria., Romania, Ukraine, Germany, Cyprus, Northern Macedonia, Albania, USA, Saudi Arabia and many other countries. At the end of the last century, the total number of Turkic speakers was more than 130 million. Today, the study, classification and description of Turkic languages in world linguistics is one of the problems that need to be studied in depth. The first

scholar to classify Turkic languages was Mahmud Kashgari. Interest in the classification of Turkic languages revived in the late 19th and 20th centuries, and many classifications have emerged so far (Russian scholars INBerezin, VVRadlov, F.Ye. Korsh, ANSamoylovich, VABogoroditsky, NABaskakov, BASerebrennikov, Turkish scientist RRArat, Finnish scientists GY Ramstedt and AMORyasyanen, classifications of German scientists I. Bensing and KG Menges). During the years of independence, the relations between Uzbekistan and other countries have been steadily developing in the political, trade, economic, cultural and humanitarian spheres. It is known that both sides have a mutually beneficial interest in such interstate relations. On the one hand, the prestige of the Turkic languages and the fact that a large part of the world's population uses it, on the other hand, the fact that the Uzbek language is being studied in many countries around the world, testifies to the relevance of this study. According to Prof. J. Eltazarov, today the Uzbek language is taught in 8 universities in Japan, 18 in Turkey (previously only in Istanbul), 8 in the United States and 4 in Germany. This testifies to the growing prestige of the Uzbek language in the world community and the growing interest of linguists around the world in our native language. The most recent faculty of Uzbek language and literature is at the University of Nations in China. Teachers from the Tashkent State Institute of Oriental Studies teach here. The University of Nations admits 50 students to the Uzbek group every two years. Extensive research in Central Asia, particularly in Uzbekistan, is being conducted at U.S. universities and various research centers. Zbigniew Brzezinski, Frederick Starr, Edward Allworth, Martha Brill Olcott, N. Carpathians, Mark Katz, John Shoberlain, Bill Fairman, Martin Spechler, Zino Baran, and other famous scholars have written many articles and works on the subject. Edward Allworth is the head of the Soviet Center at Columbia University in the United States, a professor in the Department of Soviet Turks, director of the Center for Central Asian Studies, and director of the Department of Nationalities in the former Soviet Union. He translated some of Fitrat's and Behbud's works into English in the late 1930s. In 1989, E. Allworth published the book "Central Asia - 120 years under Russian rule", and the book "Modern Uzbeks" was published in 1990. The 20,000-word Uzbek-English Dictionary was first published in the United States in 1993. The largest volume was prepared and published in 1996. The author of both books is Professor Karl Krippes, a scholar of Uzbek language, culture and literature, who has worked for many years at Indiana University. Karl Krippes has also visited Uzbekistan several times. He has studied and analyzed several special books published in Uzbekistan. He has conducted research with several Uzbek experts for many years. Prior to the publication of this dictionary, K. Krippes published an Uzbek-Russian dictionary by Professor Ergash Fozilov entitled "Uzbek folk epics", "Uzbek folk dialects", published in 1941 by academicians Qori-Niyazi and A. Borovkin and studied a number of other dictionaries diligently. In addition, the scientist carefully studied articles

published in newspapers such as "People's Word", "Voice of Uzbekistan", "Turkistan", "Literature and Art of Uzbekistan", and even "Sport". Studies show that the following issues need to be addressed in the study of Turkic languages abroad:

- Scientific observations on the stages of development of Turkic languages;
- Research on written and oral forms of Turkic languages;
- research on the prospects of language development and stages of language development, the interaction of literary language and local dialects;
- Research on the phonetic system, phonological features, spelling, spelling rules, morphology and syntax of Turkic languages and their study;
- Observations on word formation methods of Turkic languages;
- Scientific observations on lexicology and lexicography of Turkic languages;
- Research on Turkic languages, published scientific articles, monographs, textbooks and manuals.

In general, the language changes over time. And this process could not but affect our language. Therefore, the study of Turkic languages abroad, the relationship to the development of the Turkic languages, as well as research on the subject are important today. It is known that modern pedagogical technologies are a set of new forms, methods and tools of the educational process based on a system of scientific, theoretical and methodological. It combines new content, form, methods and tools to ensure the integrity of goals, objectives, activities and pedagogical outcomes, and to design and implement a learning process that guarantees the achievement of learning objectives.

The technological approach is primarily expressed in a practical, visual structure that allows the implementation of the projected results, rather than a description.

As the sources acknowledge, a method, in a general sense, is a way of achieving a goal, a somewhat regulated activity. Effective teaching methods should be used to teach the module on the change of sounds during speech. The effectiveness of each method must be taken into account when applying each method. In modern pedagogical technologies, when education is considered as a scientific-theoretical process, a certain effective solution is achieved through teaching methods. In particular, the teacher's teaching work on solving various didactic tasks aimed at mastering the module of sound change in speech and a set of methods of organizing students' learning activities are understood. In this case, the teaching method is an integral part of the method of teaching the module on the change of sounds in speech. The method and the method are interconnected as a whole and as a part. Methods solve only part of the learning task. The combination of pedagogy and

methodology is reflected in the educational process. However, the methodology is a set of methods, ways to follow a strict sequence, a pre-established plan (rule), a system, to do something in accordance with the purpose. The concept of "methodology" is also used in connection with the study of various disciplines, and is reflected in the process of teaching a particular field, its content, laws, principles, forms, methods and tools.

Teaching technology is an algorithmic sequence aimed at designing each stage of training separately, predetermining the expected results, rational choice of forms, methods and tools used at each stage, clarifying the actions of the teacher and the student.

In foreign language teaching, it is important to teach the module of sound change in speech, based on the results of education, to clarify the goals and objectives of education, to design each stage of the educational process, to clearly define the form, methods and means of education. For example, one of the approaches is the interactive method, which is an integral part of the learning process and is a set of teaching methods aimed at activating both the teacher and the student at the same time. This should be done through the use of interactive methods in teaching the module of sound change in the speech process and the achievement of more effective results through design.

3. CONCLUSION

The teacher organizes the learning process using a variety of teaching methods. "Teaching methods are the methods that teachers use to develop students' knowledge, skills, and attitudes, and to develop their mastery skills." The method is used in practice in a way that suits its essence. «...ta'lim va tarbiya priyomlari ma'lum sharoitda o'z ta'sir doirasini kengaytiradi, ta'lim va tarbiyaga kuchli ta'sir ko'rsatadi. In this case, we use some of the methods as a method, or in other words, the technique becomes a method.

The student feels that the teacher's knowledge increases and the cognitive activity develops as he / she completes this or that task, but he / she does not feel that he / she is mastering the method of the subject being taught. Accordingly, the teacher should teach students how to create cognitive activities in the teaching process, how to consciously and deeply perceive literary material, and how to use these ways to perform independent tasks.

4. REFERENCES

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