

FACTOR OF DEVELOPMENT OF UZBEK THEORETICAL MORPHOLOGY

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Abstract: The article discusses the history of the study of Uzbek lexicography and its achievements and shortcomings in this area. In addition, the work on lexicography in world linguistics, ie the creation of dictionaries, the goals and objectives of the original dictionaries, the results of scientific research and shortcomings in this regard are described in detail.

Key words: *lexicography, dictionary, morphological dictionary, study dictionary, translation dictionary, encyclopedia.*

Introduction. In the first quarter of the last century, there was a demand for mass literacy in the field of the mother tongue. In the second quarter of the century, linguistics faced the issue of developing literary language norms, while education faced the social task of putting into practice and popularizing the achievements of science in this field. So, what is the social order imposed on education today, more precisely, on mother tongue education, and to what extent are the means of education similar to it? Which section in linguistics should be given special attention first? Which sections need to be re-analyzed and communicated to the readership? issues such as. Among them is the issue of opening up new aspects of vocabulary and vocabulary.

In linguistics, dictionaries are distinguished by their invaluable contribution to the provision of interlinguistic relations between sources, the study of grammatical structure of language, the definition of language norms, the development of national thinking, speech richness, socio-political consciousness of members of society. By the beginning of the twentieth century, dictionaries began to be recognized as an important factor in increasing the effectiveness of education, as a new network of educational lexicography in lexicography emerged in linguistics. As a result, special dictionaries for schools have been created in the advanced countries of the world, which have become full members of the educational complex.

Today, it is inevitable and appropriate to ask whether there are special dictionaries for young and middle-aged students in Uzbekistan, what dictionaries are in the hands of students, and the state of lexicography in general. But after we gained independence, lexicography came to life a bit; Great work has been done to republish and update politically, spiritually and socially obsolete dictionaries - the vocabulary of our language is much richer. The need to educate the younger generation to be spiritually mature, responsive, independent-minded, inquisitive, committed to national and universal values increases the need for educational dictionaries. Therefore, the development of a network of educational dictionaries on a scientific basis, the development of principles for the creation of educational dictionaries is a topical task of linguistics.

In any dictionary, the goal is to teach something. Dictionaries are a linguistic classification of a being, its appearance embedded in a form of cognition. Among the dictionaries, those created directly for the school are called textbooks, and they are compiled on the basis of special criteria.

Research on the history of lexicography shows that the first dictionary samples were actually textbooks created for the school. More precisely, in schools, dictionaries served as textbooks. The analysis of the initially compiled dictionaries shows that even their naming is adapted to the learning process, focused on education. In particular, the first Latin-English dictionary “Болалар учун хазина” (“Promptulorium parvulorum”), created in 1500s is proved by the titles of the first French and Latin translational dictionaries “Ёшлар учун изохнома” (“Seminarium et planetarium fructiferarum”), and “Болалар учун ихчам луғат” (“Diktionarium puerorum”), created in 1487-1507.

While the ancient forms of textbooks were found in the areas from ancient Rome to Byzantium in the III-II centuries BC, the more developed versions were widespread in the 15th-16th centuries in France, Italy, England, and later in Russia and other European countries. The emergence of the first dictionaries was due to the need to quickly and effectively teach the language of the dominant ideology, depriving the colonized nations of their language, most of which were bilingual or multilingual dictionaries. Later, with the help of educational dictionaries, the use of this language in teaching vocabulary, grammatical structure and spelling of certain languages became popular, and this definition became an important tool for normalizing creative thinking, independent research skills and competencies in modern education based on advanced pedagogical technologies. The role of dictionaries in improving the effectiveness of education has been recognized in a number of leading countries since the middle of the last century, and a network of educational lexicography in linguistics has emerged [5, p. 87]. For this reason, in recent years, the network of educational lexicography of lexicography has become the most developed field in world linguistics.

Efforts to study the history of the dictionary began two or three centuries after the study of general lexical issues in both European linguistics and Russian linguistics. The study of educational dictionaries on a scientific basis begins with the work of the first English lexicographer S. Johnson in the 17th century, French linguists J. Du Bois, K. Du Bois, G. Matore, K. Bak, in Spanish linguistics – J. Malkil in the early 19th century. And this was later on the agenda in Russian linguistics as the improvement of this branch of lexicography as a matter of state importance. In 1966, the Sector of Educational Vocabulary was established at the Scientific-Methodological Center of the Russian Language of Moscow State University. In 1969, the First International Conference of Teachers of Russian Language and Literature was held, which addressed the issues of financing the creation of educational dictionaries, the implementation of publishing. The Pushkin Institute of Russian Language's "Dictionary" sector has held symposiums and traditional conferences in Leningrad, Samarkand, Minsk, Tashkent, Odessa, Cambridge, Amerst (USA), solved a number of problems, and conducted more than 50 scientific researches. conducted, more than 30 school dictionaries were created.

In Europe, the dictionary was fully formed in the second half of the last century, and now deals with the creation of modern, improved versions of textbooks, their electronicization. In this regard K.Petrova, I.V.Azarova, O.A.Mitrofanova, A.A.Sinopalnikova, I.G.Gelfenbeyn, A.V.Goncharuk, V.P.Lexelt, A.A.Lipatov, V. Special mention should be made of the services of V.Shilo, Yu.N.Karaulov, Yu.A.Sorokin, E.F.Tarasov, N.V.Ufimtseva, G.A.Cherkasova and others. K.Petrova's "Associative dictionaries and WordNet" created in recent years, I.B.Azarova, O.A.Mitrofanova and A.A.Sinopalnikova's "Computer thesaurus of the Russian language type WordNet", I.G.Gelfenbeyn, A.V.Goncharuk, V.P.Lexelt, A.A.Lipatov, V.V.Shilo's "Automatic semantic translation of WORDNET in Russian", Yu.N. Modern dictionaries of Karaulov, Yu.A. Sorokin, E.F. Tarasov, N.V. Ufimtseva, G.A. Cherkasova, consisting of four books, such as "Russian associative dictionary", testify to the development of modern Russian lexicography. In particular, from 2005 to 2010 under the series "Dictionaries of Russian language for schoolchildren" authored by L.A. Vvedenskaya created and reprinted more than twenty modern color, decorative, high-quality, thematic textbooks, preparation of their electronic versions (Vvedenskaya L. A. "Uchebnyy slovar omonimov russkogo yazyka" (2005- 2010); "Shkolnyy orthoepicheskiy slovar russkogo yazyka" (2006-2010); "Uchebnyy slovar sinonimov russkogo yazyka" (2005-2010); "Uchebnyy slovar paronimov russkogo yazyka" -2010); "Uchebnyy slovar antonimov russkogo yazyka (2005-2010)) proves how much attention is paid to educational lexicon in Russian linguistics. It is noteworthy that today more than fifty encyclopedias have been created for Russian secondary education. In addition to school textbooks in the series "Encyclopedia for children" published by "Avanta" in the volume of 73.92 printed sheet "Yazykoznanie. Russkiy yazyk" is a proof of our opinion.

Thus, while the emergence and development of Russian educational lexicography was directly based on European linguistics, in Uzbekistan, under the influence of Russian linguistics, a separate network of educational lexicography emerged. Dictionaries such as E.D.Polivanov's "Short Russian-Uzbek Dictionary" published under the heading "For schoolchildren" have been created.

Despite the fact that the network of educational dictionaries appeared in the advanced countries of the world in the Middle Ages and created countless dictionaries for students of different ages, in Uzbekistan this issue is still not on the agenda in linguistics and education. [5, pp. 40-41]:

It is known that the demand for textbooks is growing. Lifestyle, changes in the pace of life are primarily reflected in language. Today new concepts, names have appeared, the lexicon of our language has been sharply enriched on the basis of internal and external possibilities; many concepts have become obsolete economically, politically, spiritually and culturally, and many words have become obsolete and meaningful for today's generation. 15-20 years ago, dictionaries were almost never added to school textbooks. Now we come across dictionaries at the end of textbooks created for every school, lyceum vocational college, and sometimes even at the end of each section. This indicates that dictionaries have naturally become an integral part of education [3; 4].

So, today there is a growing need for general (for schools, academic lyceums for professional colleges), thematic textbooks, not only in the native language, but also in other disciplines. From 2006 to 2009 it was published by Yangi Asr Avlodi Publishing House at the expense of the authors of about twenty educational dictionaries. The fact that some of them have been reprinted to a certain extent by the Ministry of Public Education out of necessity also proves the above point. In particular, B.M.Mengliev and B.M.Bahriddinova's "Dictionary of word structure of the Uzbek language" (2007-2009), O.Shukurov, B.Boymatova's "Dictionary of synonyms of the Uzbek language" (2007-2009), B.M.Mengliev, B.M.Bahriddinova and U.Kholiyorov's "Dictionary of word formation of the Uzbek language" (2008), U.Turaeva and D.Shodmonova's "Dictionary of contradictory words of the Uzbek language" (2007-2009), I.Islamov and Sh.Bobojonov (2007-2009), T.Nafasov and V.Nafasova's "Educational toponymic dictionary of the Uzbek language" (2007), H.Suvonova and G.Turdieva's "Dictionary of formal words of the Uzbek language" (2007-2009), H.Norkhodjaeva's "Dictionary of obsolete words" (2006), "Dictionary of Uzbek words with pronunciation" (2008) by T.Nafasov and V.Nafasova, "Mother tongue. Encyclopedia" (2008) appeared as the first experiments. However, due to the fact that the field of educational lexicography in our linguistics is not sufficiently formed, as well as the lack of funding for the publication of dictionaries, these dictionaries can not be considered at the level of modern dictionaries. They can only serve as dictionaries for improved new textbooks.[5, pp. 43-44]:

In short, the solution to these problems leads to the elimination of a large gap in mother tongue education. Because modern ways of learning cannot be done without a computer, which is obviously impossible without a morphological dictionary. Therefore, we need to feel that the task before us is to create and implement perfect forms of modern Uzbek morphological dictionaries.

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