

Scientific Schools Created in Uzbek Linguistics

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Abstract: The article discusses the concept of scientific schools, the scientific schools established in Uzbek linguistics, and their directions. The activities of the founders of these schools and their contributions are elaborated, detailing the tasks and achievements of scientific schools. Additionally, thoughts are presented on the formation and branches of the Uzbek Practical Linguistics scientific school, which emerged as a social need of the century.

Keywords: scientific school, linguistics, Turkic lexicographical school, Uzbek formal linguistics school, Uzbek substantial-pragmatic linguistics school, Uzbek practical linguistics school.

A scientific school is an organization or group established to conduct scientific research and projects, aimed at developing scientific ideas and methodologies. Scientific schools are typically characterized by their methodologies, research techniques, and approaches, setting them apart from other scientific groups. These schools usually form under the influence of an academic leader who plays a significant role in discovering and nurturing new talents. Members contribute by demonstrating the efficacy of their approaches and creating new technologies and innovations. Additionally, scientific schools disseminate innovations in education and research, contributing to the progress of science as a whole. Scientific schools operate on a unique and holistic vision, usually developing around a specific scientific idea.

The term "scientific school" is used in two contexts:

1. A group of scholars united by common views, ideas, and interests. In this case, young talents are involved, and the long-term development stages and paths of new scientific fields are determined. Such schools often require external support and assistance.
2. A scientific community organized around a system of specific topics, shared views, interests, and traditions, which remains intact and continues to evolve even as generations of scientists change. A scientific school is characterized by the harmony of scientific interests, the common essence of research, originality and uniqueness, high-level scientific achievements, and recognition by society. It also has elements of continuity that ensure the leader's role and the future prospects of the school.

During the philosophical era of sciences, schools operated as independent centers and institutions. Later, the concept of a "scientific school" came to mean an informal group of scholars. For example, in ancient times, schools of art and philosophical thought (such as Aristotle's community of students and followers) were a vivid representation of scientific schools. The first scientific school in Uzbek linguistics can be attributed to the 11th century polymath, the first Turkic linguist, literary scholar, geographer, cartographer, ethnographer, historian, and traveler, Mahmud Kashgari. He established the Turkic lexicographical school, which focused on proving the distinctiveness of the Turkic language, which had separated from the common Turkic language and achieved an independent and cohesive status. This school analyzed the unique characteristics of the Turkic language, differentiating it from other Turkic languages, and described its phonetic, lexical, and grammatical structure. Mahmud Kashgari referred to the population of the Karakhanid state as Turks, distinguishing their language and people from other Turkic-speaking groups such as the Oghuz, Turkmen, and Uyghur peoples in the

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region. Recognizing the demands of the era and historical necessity, he fulfilled the social commission of his time to an exceptional degree. The tradition of lexicography formed on this basis endured for centuries. Later works in lexicography focused on analyzing literary sources, paying attention to word meanings and their usage, providing explanations, revealing linguistic and cultural significance, and addressing issues like translations of literary works. This became the goal and purpose of later lexicography. Examples of this tradition include: The work *Sangloh* (1760) by Nizomiddin Muhammad Hadi al-Husseini as-Safawi (Mirzo Mehdikhan), secretary of the Persian ruler Nadir Shah. *Kitabu-l-lughat al-mushtaq fi lughati-t-turk wa-l-qifchoq* ("The Book That Interests Seekers of the Turkic and Kipchak Languages"), written around the 14th century by Jamal al-Din Muhammad Abdullah Turk. *Kitabu-l-idrak li-l-lisan al-atrak* by the medieval Turkologist-linguist Asir al-Din Abu Hayyan al-Andalusi (1256–1345). *At-tuhfat az-zakiyya fi-l-lughat at-turkiyya* ("The Precious Gift of the Turkic Language"), written in the 14th–15th centuries by an unknown author. These works reflected the lexicographical tradition, paving a unique path for both traditional and modern lexicography globally.

The Uzbek formal linguistics school. Uzbek linguistics as a scientific discipline began to take shape in the 1920s–1930s. Based on the demands of the time, Uzbek linguistics set specific goals, focusing on developing and popularizing the norms of the Uzbek literary language over the course of 50–60 years. This was driven by a significant need to promote national unity, which, in turn, was seen as the main factor of national progress. As a result, representatives of the Uzbek traditional (formal) linguistics school united under the common task of describing the structure of the Uzbek language.

In the formation of 20th-century Uzbek linguistics, Abdurauf Fitrat, Y.D. Polivanov, G'ozzi Olim Yunusov, Qayum Ramazon, Faxri Kamolov, Ulug' Tursunov, Ayyub G'ulomov, and their followers made major contributions. During this period, the internal structure of the Uzbek language was studied based on modern linguistic advancements, and Uzbek linguistics developed as a part of global contemporary linguistics. Numerous scientific-research works were created across various sections of linguistics. As a result, rules for spelling and pronunciation were established, and standardized textbooks, manuals, and scientific grammars for secondary, higher, and vocational schools were produced.

The course "Contemporary Uzbek Literary Language" was taught as a fundamental subject in training specialists, reflecting this social need. Consequently, the Uzbek literary language achieved prominence in education, media, radio, television, official documentation, and publishing. The Uzbek traditional linguistics school, which received the social commission to develop and popularize the literary language's norms, completed its activity in the 1980s with the publication of the Uzbek literary language's spelling rules, a spelling dictionary, pronunciation standards, academic grammars of the Uzbek literary language, and the two-volume explanatory dictionary of the Uzbek language. This outcome was acknowledged by leading Uzbek linguists.

The Uzbek Substantial-Pragmatic Linguistics School

This scientific school specializes in studying the substantial and pragmatic features of the Uzbek language. By investigating the semantic and functional aspects of linguistic units, it analyzes their communicative potential. The school focuses on uncovering the semantic and pragmatic functions of language, exploring the contextual variability of linguistic units, and modeling communication processes and speech strategies based on pragmatic principles. By the 1970s, the empirical (practical, fact-based) phase of Uzbek linguistics was completed, having accomplished the significant social task of developing and disseminating the norms of the Uzbek literary language. The wealth of factual material collected provided a strong foundation for further exploration using dialectical methodology, although linguistics itself experienced a period of stagnation and traditionalism. As a result, the policy of openness and restructuring (Perestroika) pursued across the Soviet Union impacted Uzbek linguistics as well. The new generation of scientists, in the context of Perestroika, addressed pressing issues in Uzbek linguistics and its historical necessities in both republic and union-level publications. The issues raised can be divided into two main categories: 1) Completing the task set in the 1930s–1940s and realized in the 1940s–1950s to provide a comprehensive description of the Uzbek



language's various linguistic levels using modern analytical methods. This includes refining literary language norms, creating teaching materials, textbooks, and dictionaries for various educational levels, and developing theoretical concepts to reveal generalities within specifics, essence within phenomena, causes within effects, and possibilities within realities. For many years, the Uzbek language, like other Turkic and non-Turkic languages in the Soviet Union, was studied based on Russian and European linguistic models. This necessitated examining the language as an independent national unity rooted in its internal possibilities. These tasks were entrusted to the Uzbek substantial linguistics school, also known as the "Linguistics of Possibilities," the successor of traditional Uzbek linguistics. This scientific school was founded by Doctor of Philology, Professor Hamid Ne'matov, and developed further by his followers and colleagues across various disciplines. This school conducted thorough research distinguishing linguistic and speech structures, identifying linguistic structures and units, and exploring their capabilities. The phonetic, lexical, morphological, and syntactic structures of the Uzbek language were examined through dialectical methodology. The results were compiled into dissertations and monographs. The educational focus shifted from teaching the "Contemporary Uzbek Literary Language" (a form of speech) to teaching the linguistic structure of the modern Uzbek language. The university course "Contemporary Uzbek Literary Language," which referred not to the language itself but to one of its manifestations (literary speech), transformed in essence into the course "Modern Uzbek Language," though it continues to be officially titled with the outdated name in educational documents—a reflection of traditionalism. Moreover, the substantial linguistic principles discovered during this research (e.g., linguistic stratification) are now widely applied in corpus linguistics, which has become a leading field in Western linguistics. It is a point of pride that these principles, developed during the study of the Uzbek language's linguistic structure, are relevant today. Thus, representatives of the Uzbek substantial linguistics school understood the social demands of their time and successfully fulfilled the tasks derived from them.

The Scientific School of "Uzbekistan Applied Linguistics"

This scientific school focuses on advancing the practical directions of Uzbekistan's linguistic schools. It studies areas such as language teaching, translation theory and practice, linguistic expertise, and language testology. The school works on analyzing linguistic resources, developing practical solutions using technological tools, and providing linguistic services. Its main objective is to advance applied linguistics research at national and international levels using modern linguistic approaches.

At the start of the 21st century, there arose a pressing need to study the realization of linguistic potentials in speech, enhance the effectiveness of its practical application, and expand its scope of use. This became a societal demand placed upon modern linguistics. Consequently, it led to the emergence of scientific disciplines like Uzbek substantial-pragmatic linguistics, corpus linguistics, educational lexicography, applied lexicography, linguistic spirituality studies, linguistic expertise, and others as an integrated scientific school. Renowned linguist Baxtiyor Mengliyev founded the "Uzbekistan Applied Linguistics" scientific school, encompassing these disciplines and focusing on studying the practical and functional potentials of the Uzbek language. The school's activities and research are essentially aimed at investigating the linguistic (substantial) capabilities of the Uzbek language and their realization in speech (in a broader sense, "pragmatic" application).

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