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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 04 Volume: 84

Published: 30.04.2020 <http://T-Science.org>

QR – Issue



QR – Article



Bashorat Madievna Bakhridinova

Karshi State University
A chief of Uzbek linguistics department,
associate professor
baxridinova74@mail.ru

“DEVONU LUG'OTIT TURK” AS A FIRST VIEW OF MODERN COMPLEX EDUCATIONAL DICTIONARIES

Abstract: The article examines the first dictionary in the Turkish language Mahmud Kashgari's “Devonu lug'otit turk” in terms of a dictionary in accordance with the traditions of world lexicography and argues that it is the first appearance of modern complex dictionaries in the Turkish (Uzbek) language.

Key words: textbook, school dictionary, educational dictionary, complex educational dictionary, dictionary-grammar, encyclopedic dictionary, annotated dictionary, dictionary-textbook.

Language: English

Citation: Bakhridinova, B. M. (2020). “Devonu lug'otit turk” as a first view of modern complex educational dictionaries. *ISJ Theoretical & Applied Science*, 04 (84), 981-985.

Soi: <http://s-o-i.org/1.1/TAS-04-84-180> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.04.84.180>

Scopus ASCC: 1208.

Introduction

It is known that the emergence of lexicography requires a certainly developed cultural, social environment. According to sources, in the middle of the 11th century, as a result of the struggles between the feudal forces, the caliphate weakened and split into several smaller parts. During this period, attention to languages other than Arabic also increased. Science and literature also flourished during the development and growth of the national consciousness of the people in the Central Asian countries, especially in the Karakhanid state. Well-known scholars such as Khorezmi, Khojandi, Yusuf Khas Hajib, Al Farobi, Ibn Sino, Beruni emerged. Large cultural centers such as Kashgar, Khotan, Balasogun, Tashkent, Bukhara, Samarkand, Urgench, Termez, Merv will appear. Schools have been established in these centers, where the children of officials are taught the Qur'an and hadiths, as well as Sharia law, as well as secular knowledge, including Arabic grammar, rhetoric, and arithmetic. The Renaissance begins in Central Asia. From this period, the separation of Uzbek as a separate language from other Turkish languages also accelerated. This has increased the need for dictionaries that can quickly teach the Turkish language to the Turkish-speaking population, Arabic

officials, caliphs. The creation of bilingual dictionaries based on the Arabic language became popular, and large-scale Arabic-Turkish, Turkish-Arabic dictionaries began to appear for Turks who did not speak Arabic and for Arabs who did not speak Turkish. The first dictionaries of the Turkish language and various works were created at the request of the rulers of the time, the patrons of Islam, and officials. In particular, Mahmud Kashgari's work “Devonu lug'otit turk”, which began the history of Turkish studies, in particular, Uzbek linguistics, was born in order to meet these requirements of the time.

II. Literature review

Mahmud ibn Husayn ibn Muhammad was a great Eastern thinker of the 11th century, the father of comparative-historical linguistics, the science of Turkology, the founder of the science of Turkish languages and lexicography, a lexicographer, a linguo geographer, an encyclopedic scholar with a rich heritage. The rapid development of science, culture, literature, the deepening of socio-political, economic and cultural relations between the caliphate and other countries, as well as the Turkish tribes, has increased the need for various commentaries, translations, as well as normative dictionaries.

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According to sources, in the 11th century, relations between the Turkish tribes deepened. Attitudes towards the literary language tradition are growing in the Karakhanid state, which is a combination of Turkish-speaking tribes and clans. Until this time, the literary language of the peoples of Central Asia, including the Turkish peoples, was dominated by Persian, a tradition that was contrary to the interests of Karakhanid politics. Therefore, the rulers of the Karakhanid state approved and appreciated any work that could serve to raise the status of the Turkish language and its development.

M. Kashgari writes his work in accordance with the requirements of the ideology of the time. In the preface, the author praises the traditional God and prays to Muhammad (saas): "Allah raised the sun of the kingdom to the constellation of the Turks. He also made the sky suitable for them. He called them Turks, made them property, raised them as the kings of our time. He entrusted the people of the time (the will of the will) to them, led the people, and enabled them to walk on the right path"[2, 21].

III. Analysis

In the fifth part of the work he notes that the state language of the Karakhanid period was the language of the Khagans (literary language), the description of its specific phonetic, grammatical and lexical features, the definition of norms was the basis for the "Devon"[3, 15].

M. Kashgari subtly revealed the charm of the Turkish language, which is not inferior to other languages, and showed all his skills in raising its status. It took a great deal of courage on the part of the author to say that Arabic was a language that "overtook Arabic and two goats on equal footing" (B.B.), and that it was necessary to study it.

In order to prove the correctness of his decision, Kashgari said, "I heard a message from another scholar from Bukhara and Nishapur who said this word in reference to the Prophet (peace and blessings of Allaah be upon him): ... "Learn Turkish, because their rule will last a long time. The responsibility for whether the hadith is saheeh or not is on the shoulders of those who say so. If it is true, it is obligatory to learn Turkish". He went on to conclude that "even if the hadith is not correct, it is necessary to study it [2, 21-22]".

According to the author, with this work he establishes a "literary monument" in the Turkish language [2, 22].

The work consists of an introduction and a dictionary, in the introduction, the author discusses the reasons for the creation of Devon, his style of work, construction, "about the letters used in the structure of Turkish words", "about the structure of words", "about what is said and not said in the book", "about the description of Turkish classes and tribes",

"Turkish about the features of language", "about differences in language and dialects"[4].

About nine thousand words and phrases are explained in eight sections in the main part. According to the tradition of that time, Turkish words are interpreted in Arabic.

Before beginning the most important and invaluable work in the history of the Turkish peoples, the scholar studied Arabic philology in Baghdad, a scientific center, and became acquainted with the lexical experience of scholars from Khalil al-Farahidi to Ismail al-Jawhari. To do this, as he noted, he traveled for many years "from the Upper China to the whole of Movarounnahr, Khorezm, Fergana, Bukhara, present-day northern Afghanistan" and studied the life, ethnography and language of the Turkish peoples living there, identifies the dialectal features peculiar to the language of each tribe, compares them with the literary language, and collects an extremely rich source for its work. The author makes effective use of the traditions created by Arabic linguists and compiles the "Devonu lug'otit turk", taking into account the laws of the Turkish language in the first place.

In the preface of the work, he said, "I have traveled for many years in the cities, villages and pastures of the Turks, Turkmens, Oguzs, Chigils, Yaghmas, Kyrgyz, collected their most beautiful words and wisdom, studied and identified various word features. I did this not only because I didn't know the language, but also to identify every little difference in these languages. Otherwise, I was one of the most mature, the greatest experts, the wisest, the oldest of the tribes, the master of spearheads in battle. I paid so much attention to them that the languages of the Turks, Turkmens, Oguzs, Chigils, Yaghmas, and Kyrgyz tribes completely fell into my heart. I have arranged them on a thorough basis in all respects"[2, 22].

This dictionary is the first two languages - Turkish-Arabic annotated dictionary, and its creation was due to the need to teach Arabic, the leading language of the period, the main official language of the Muslim world, like most ancient dictionaries. In "Devon.", 2717 Turkish words are explained in Arabic [2, 12].

It is true that there is no information that the "Devonu lug'otit turk", like the ancient dictionaries, was intended for any stage of education, that the holy book of Islam was devoted to the interpretation of concepts related to the Qur'an, and that it served as a direct textbook in madrassas or schools. (addressee) clear: the dictionary is written for Arabs who do not know Turkish and for Turks who do not know Arabic. At its core lies the goal of language teaching. Not only descriptions of words and their meanings but also grammatical information are given. In some places, excerpts from examples of folklore have been cited to substantiate the views expressed in the comments.

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For example:

jashdi - hidden. He saw me and hid - he hid when he saw me. The article reads: Tewäj munub koj ara jashmas. A man riding a camel does not hide among the sheep.

jashdi - flowed. He flowed the bek - he poured the booze from the sand-tap. Boza is a drink made from wheat, barley, millet.

jag'di - rain. It rained. The proverb goes like this: The state adds to the Blessed One [2,43].

In addition, the author emphasizes that the book is user-friendly: "I have compiled this book in a special alphabetical order, with literary passages called wise sayings, saj, proverbs, songs, rajaz and prose. I softened hard spots, lightened hard and dark areas. I've struggled for years to put the words in place on this job, to easily find the words I need. Finally, I made it a place where I could find the right words in the right place, without difficulty. I have limited the work to eight main books (chapters). [2, 23].

IV. Discussion

The extent to which the dictionary meets the criteria of educational lexicography is confirmed by many of the ideas expressed in the author's language, which are rarely observed even in the world's educational lexicography: "I have divided each section into two parts in the form of nouns and verbs. I divided the nouns before and the verbs after the nouns into chapters, one after the other. I used Arabic terms in the play to make it easier to understand. Before compiling the book, I had the idea of applying the order that Khalil (ibn Ahmad) had followed in Kitabu-l-ayn, and of giving words that came out of consumption. This arrangement was also good in terms of accurate coverage of the Turkish language, which was passing in equal race with the Arabic language as two kid horses. But I relied on the issue of student use. I gave only the words in consumption, discarding the ones that came out of consumption. The order I follow is more correct"[2, 23-24]; "In order to shorten and simplify, I have created this work in a special order that no one has written before me and no one knows. In this work, in order to increase the value of the work and make it easier for others (users), I have developed comparative rules according to the specific characteristics of each tribe, so that there is a thorough guide"[2, 24-25].

Valuable information is given about the use of a word in different Turkic languages, even dialectal variants. The dictionary also serves to provide linguistic and intercultural communication in its time.

In Devon, Mahmud Kashgari, in addition to interpreting the words of the language in consumption, in live speech, chooses a special way to give each Turkish tribe its own characteristics. He says: "... I have taken a separate approach to show briefly the features of the construction of words belonging to each tribe and how they are used. As an

example in this work, I have quoted from the poems used in the language of the Turks, from the wise words and proverbs spoken in the days of joy and mourning"[2, 25].

Mahmud Kashgari gives information about the structure of word formation in "Devon", which is used in modern linguistics. He thinks about the basis of word formation, the means of making, and artificiality. In particular, when giving information about the construction of nouns, he states that a noun (artificial) is formed from a verb (the basis for making) by means of twelve letters (the means of making). The noun maker uses the letter term instead of the additional term. Examples of affixes that make a noun out of a verb are -a (-ga, -ma): bilga "knowledgeable, intelligent" (from the word "know"), uva "food" (from the word "uvdi" crushed"), cut "kokil" (from the verb "cut"); it is noted that the place where the hair is cut in order not to cover it is also called a cut) [5].

Mahmud Kashgari has two different approaches to foreign words. Reacts positively to incoming words in relation to subject and concept. He was negative about using a word from another language instead of words that existed in the language, and saw the situation as a harmful, negative situation. Accordingly, instead of Turkish words such as *bilge*, *bitik*, *uragut*, Arabic words such as *scholar*, *book*, *woman* should not be used.

The play also provides relevant ideas about the phonetics of Turkish languages, in particular, vowels and consonants, their characteristics, the laws of sound exchange.

Devon also contains information on the morphology of Turkish languages. It describes word groups and word-forming forms in a way that is typical of the traditions of their time. There are 3 major groups of words - noun, verb, auxiliary word.

Mahmud Kashgari has fully achieved his goal: "he has created a perfect teaching tool that has reached its peak in value, value and importance in reporting"[2,25]. He thus laid the foundation for the formation of Turkish (Uzbek) linguistics on the basis of purely practical goals - the goal of language teaching - lexicography, as observed in all linguistics. **"Devonu lug'otit turk" was the first complex educational dictionary of its time, which made a great contribution to the linguistics and culture of the Turkish peoples.**

The following are the main reasons for this conclusion:

first, the work is known to be recognized as the first example of Turkish lexicography. But it is radically different from traditional dictionaries. There are even doubts that it is a dictionary. Professor A.Nurmonov commented on the work by A.M.Sherbak's "Grammar sketch of the language of Turkic texts of the X-XIII centuries from East Turkestan" (1961): The fact that "Devon is called a

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dictionary does not correspond to its original content. It contains a wide range of information on the grammar of the Turkic languages ... It also contains extensive information on the lexicon, phonetics of the Turkic languages, the characteristics of the location of tribes, geography and other information”[5]. The preface to the 2016 Uzbek edition of “Devonu lug’otit turk”, titled “Ilmi adab ibtidosi” by Professor H. Boltabayev, refers to “the lack of a single explanatory dictionary or view of Mahmud Kashgari’s work as a source in philological science.”

It is also referred to as the “first encyclopedic dictionary” (“... not only a linguistic work, but also an encyclopedia of its time” [6]; “It is the economic, cultural, scientific achievements of all the Turks of the Karakhanid period, state-building measures, philosophical It is a perfect encyclopedia that introduces economic views and traditions through rich linguistic material”[5]; “Devonu lug’otit turk” is an encyclopedic work. It contains words related to all spheres of socio-political life ”[7, 70-73; 89-95]), the observation of the diversity of ideas, such as “The first annotated dictionary” (“Mahmud Kashgari reached the pinnacle of world linguistics in the field of lexicography. He created an annotated dictionary of Turkic words in the XI century” [5]; “Turkish-Arabic annotated dictionary” [7]), “the first translation (Mahmud Kashgari compiled a translation and at the same time an annotated dictionary of the Turkish language [5]), “the first Turkish grammar” (“a work of scientific research that reflected a whole view of the literary and vernacular language of its time”; 7); “A complete picture of the morphology of the Turkish languages of the X-XI centuries general work ”[5]; “the first scientific work of Turkic studies” [7], “the first universal dictionary covering all elements of dialectological, explanatory, ethnographic, historical-etymological and other dictionaries in the history of Turkic peoples” [8]) also requires a new approach to the source does.

Like the classic examples of the glossary recognized in the world lexicography (Pollux’s “Onomastics”), “Devonu lug’otit turk” with all the above features can fully meet the criteria of the dictionary.

Looking at this rare work of the Turkish languages as a textbook that is interpreted as the first generation of all dictionaries further enhances its status, proving that it is the first dictionary-grammar in the Turkish language;

Secondly, at the heart of the dictionary is the goal of language teaching. In other words, it was created due to the need to teach Arabic, which is the leading language of the period, the main official language of the Muslim world, as well as most ancient dictionaries, the first two languages - Turkish-Arabic translation dictionary. In his time he served to ensure communication between languages and cultures;

Thirdly, the user (addressee) of the dictionary is clear. It was written for non-Turkish-speaking Arabs and non-Arabic-speaking Turks;

Fourthly, like most ancient dictionaries, the meanings of words and phrases are not simply described in it, but are adorned with “literary passages called wise sayings, sajas, proverbs, songs, rajaz and prose”. There is also rich information about the history, social life, customs and values of different tribes and peoples. This suggests that one of the main features of his textbooks is anthropocentric, linguocultural features;

Fifthly, the work meets the requirements of the ideology of the period. It satisfies both the interests of the Arabic language, the official language of the Muslim world, and the interests of the Turkish language, the official language of the Karakhanid state;

Sixthly, the most important task inherent in educational dictionaries is to define the norms of literary language. Indeed, as the author himself points out, the language of the Hakanids - the need to highlight the specific phonetic, grammatical and lexical features of the literary language, to define the rules - was the basis for the creation of “Devon”[3,15]. It also contains basic information about the spelling, pronunciation, etymology of words;

Seventhly, “Devonu lug’otit turk” is a multifunctional dictionary like the classical dictionaries in the world dictionary. At the same time, the modern generation of educational dictionaries can meet the demand for complex dictionaries. It is at the same time an explanatory dictionary, a translation dictionary, an etymological dictionary, a spelling dictionary, and an encyclopedic dictionary, as well as an important source for the study of the history of the languages of the Turkish peoples, their comparative analysis;

Eighthly, one of the most important features that characterizes the educational dictionary in the creation of the work is the user’s focus on user-friendliness, and he repeatedly emphasizes this: “I have written this book in a special alphabetical order ...”, “I have softened the hard parts, illuminated the hard and dark places”, “... I have struggled for years to put the words in their place, to find the right words easily. Finally, I made it possible to use the right words in the right place, to find them easily”, “ I used Arabic terms in the play to make it easier to understand”, “... I based it on the students’ use”, “ I shortened and simplified this work before me. I compiled it in a separate order that no one had compiled and no one knew. In this work, in order to increase the value of the work, and to make it easier for others (users), I have developed comparative rules according to the specific characteristics of each tribe, so that there is a thorough guide ... ”[2, 22-25];

Ninthly, another characteristic feature of the educational dictionary is that it has an educational-

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methodical device for working with the dictionary. The prelude to Devon, in general, can do the job. The reason is that the author gives a brief explanation of the purpose, the structure of the dictionary, the method of work: "I took a separate approach to briefly explain the features of the formation of words belonging to each tribe and how they are used", "I divided each section into two parts in the form of nouns and verbs. I divided the horses first and the verbs after the nouns into chapters, one after the other. The order I follow is more correct "[2,24]. According to the Kashgar scholar J.Khudoyberdiev, "Devonu lug'otit turk" was the basis for a total of 1779 studies of various scales in more than twenty foreign languages, including Uzbek.

V. Conclusion

The work, in particular, in Uzbek linguistics Fitrat, S.M.Mutallibov, N.A.Baskakov, A.N.Kononov, T.A.Borovkova, F.Abdullaev, G.Abdurahmonov, Q.Mahmudov, S.Ibragimov, U. Tursunov, I.Kochqortoev, H.Hasanov, E.Fozilov, A.Ishaev, H.Ne'matov, A.Nurmonov, H.Dadaboev, J.Khudoyberdiev, B.Abdushukurov, A.Aliev, Q.Sodiqov, S.Rustamova [9] attracted the attention of well-known Turkish scholars and Uzbek linguists. Fitrat has been studied in various aspects by a number of scientists so far. One of the urgent tasks of today is to study this work of Mahmud Kashgari from the point of view of educational lexicon, as well as from the point of view of anthropocentric dictionary.

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