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THE ROLE OF IRANIAN ACADEMIES OF LANGUAGE AND LITERATURE IN THE DEVELOPMENT OF PERSIAN LEXICON

Abstract: Now, as in all languages, the number of borrowings in Persian is increasing day by day. Issues such as squeezing borrowed words out of the Persian lexicon and maintaining its purity are among the current problems of Iranian linguistics. The article discusses the state language policy in Iran, the Purism movement, and the activities of the first, second, and third Persian language and literature academies. It is also said that the Iranian Academy of Language and Literature were engaged in the methods of substituting borrowings from Arabic, Turkish, and European languages for the original Persian words and for making new words.

Key words: state language policy, purism, borrowings, the Iranian Academy of Language and Literature, new words, terminology.

Language: English

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Introduction

As the state and society develop, new achievements are made in science and technology, the process of emergence of new words in each language is observed. These processes are regulated by the state language policy. L.B. Nikolsky, a prominent sociolinguist and orientalist, in his article "Language, Ideology, Politics" [5:69-77] argues that there is a specific connection between language, ideology and politics.

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In the case of the state language policy in Iran, we are convinced that the above statements are correct. Indeed, the language policy of the Pahlavi dynasty in Iran was also aimed at "restoring the great Persian language" and "cleansing" it of all borrowings. For this purpose, the Iranian Academy of Language and Literature was established in 1935-1941 [3:195]. As a result of the activities of this academy, the Turkish word قشون γošun "army" was changed to ارتش arteš, the Arabic محکمه mahkame "court" was changed to دادگاه dādgāh, and the French پراگرم prāgram "programme" was changed to برنامه barnāme[3:195].

By the end of 1941, the Iranian Academy of Language and Literature had virtually ceased to exist. However, efforts to "cleanse" the Persian language continued to develop in the following years. Finally, on October 31, 1970, by order of the king, the Iranian Language Academy (فرهنگستان زبان ایران Farhangestān-e zabān-e Irān) was established. The Iranian Academy of Languages had 13 terminological groups, which include specialists in economics, trade, medicine, language, literature and other similar fields. According to the data, in the early 70s, the Academy suggested 6,650 Persian alternatives to borrowed words [2:89-90]. In her article [7:137], M.S. Uzina

states that the new Iranian language academy, unlike the previous academy, is "committed to the fight against English and American words in its language purification policy" and gives the following example: نوین novin "modern", "new" instead of the word مدرن modern, شدآمد šodāmad "traffic" suggested instead of the word ترافیک t(e)rāfik.

Before 1979 the February revolution, Yu.A. Rubinchik notes that 8 pamphlets have been published, including new words named "Pišnehād-e šomā čist?" "What is your suggestion? In his article, the author notes that 40,000 Persian alternative words have been suggested for about 20,000 borrowings [6:134].

Among the words suggested by the Academy, we can observe that there are not only new words, but also words that have already been widely used, previously suggested by individual experts and scholars. For example, هموندhamvand "member", گویش guyeš "dialect", واژ vāž "phoneme", نیم سال nimsāl "semester", کارایی kārāyi "productive", "fertile" [6:134-135].

It is impossible not to acknowledge the creative work of observing the activities of the Iranian Language Academy, such as arranging terms, creating new words for concepts that do not yet exist in the language. For example, نویسه navise "grapheme", نویسه گردانی navisegardāni "transliteration", گویش شناسی guyeššenāsi "dialectology", گویشور guyešvar "dialectologist", ویرایشگر virāyešgar "editor", خودزواری hodzavāri "self-service" and others.

However, the main direction of the academy's activity was not to enrich the lexical structure of the language at the expense of new words, but to create Persian words instead of assimilations. From this it can be said that the new academy was a continuation of the work of the Iranian Academy of Language and Literature (1934-1941), which was in many respects driven by the Purist movement.

Attempts were made to squeeze out not only Western European words from the Persian lexicon, but also Arabic words that had a strong place in the language. A number of international words have also been replaced by Persian alternatives: The word کمیسیون komisyun "commission" was replaced همگمارش hamgomāreš, the word باکتری bākteri "bacterium" was replaced by تراکیزه tarākize, the word میکروب mikrob "microbe" was replaced by زیاچه ziyāče, the word کمپیوتر kompyuter "computer" was replaced by رایانه rāyāne, the word ماسک māsk "mask" was replaced by پوشانه "pušāne". The following alternative words are also suggested for the following common Arabic words: محدود mahdud "limited" → مرزمند marzmand, مرحله marhale "stage" → گامه gāme, حاصل hāsel "result" → فرآمد far-āmad, ترتیب tartib "order" → رایش rāyeš and others [6:135].

A. Kuranbekov, one of the Uzbek Iranian scholars, in his article on the problems of formation of scientific and technical terms in modern Persian, emphasizes that the proposed word should fully comply with the rules of modern Persian, the phonetic aspects of the language [8:16-18].

Yu.A. Rubinchik considers it expedient to determine the fate of words used by the Iranian Academy of Language and Literature during 1935-1941 and analyze them in order to objectively evaluate the activities of the Iranian Language Academy and give an opinion on the newly proposed words. The author cites the following words that have a strong place in the language: نامه آیین āyinnāme "regulation", آزمایش āzmāyeš "test", آسایشگاه āsāyešgāh "sanatorium", ارز arz "currency", آمار āmār "statistics", آموزشگاه āmuzešgāh "school", برنامه barnāme "program", باشگاه bāšgāh "club", پزشک pezešk "doctor", دانشجو dānešju "student", دادکاه dādgāh " court ", زایشکاه zāyešgāh "maternity hospital", شناسنامه šenāsnāme "passport".

All of the suggested words didn't take a firm place in the structure of the language and could not squeeze out the borrowed words. New words were used in addition to borrowings and caused to an increase in the synonymy of terms that were unnecessary for the language [6:136].

As a result of the language policy pursued in Iran, new words and terms began to be created not only by certain institutions and organizations, but also by individuals. For example, Dr. Sodeq Kiyo, in the preface to his book "گویش آشتیان" proposes his new terms instead of the following terms, which have a strong place in Persian linguistics: word like بندواژه instead of the word حرف ربط "conjunction", زمانواژه instead of فعل "verb", گونواژه instead of صفت "adjective" [9:7]. In our view, it is a little more difficult to explain the need to change popular and common linguistic words like the above to new ones.

The language policy pursued by the academy and supported by the Iranian government is seen to be imbued with the spirit of purism. These processes were related to the national policy of the state at that time under the slogan "Rebirth of Iran". The members of the academy worked to create a "great Persian language" and "cleanse" it of foreign Turkish-Mongolian, Arabic and European words. The old names of the cities and other non-Persian geographical names were also changed. They were replaced by old Persian words or artificially created new words. Some of them have taken a firm place in the language lexicon. For example: Arabic بلدیه → Persian شهرداری "city government", Arabic دار الفنون → Persian دانشگاه "university", Turkish قشون → Persian ارتش "army".

The following words introduced by the Academy are used in addition to their equivalents: Persian بنگاه – Arabic مؤسسه "institution", "organization", Persian آموزشگاه – Arabic مدرسه "school", Persian واژه – Arabic کلمه "word" and others.

After the Islamic Revolution, in 1370 AH (1991 AD), the third "Academy of Iranian Language and

Literature" began its work [1]. While the academy drew the right conclusions from the activities of the above two academies, it began its activities by selecting words that corresponded to concepts related to different areas of society. In 1997, the academy published a collection entitled "Rules and methods of word selection", which describes the methods of making and choosing the original Persian words instead of borrowed words in Persian language. In doing so, the scholars also paid special attention to the original Persian words that were forgotten and consumed. The words proposed by the Iranian Academy of Language and Literature have been published in the media and in special collections, and public opinion has been studied for six months. After the above processes, the words were approved by the academy and submitted to the President of the country. It is also noteworthy that the newly proposed words cover 17 areas of science and technology. They include international words of English, French and German origin. In this regard, we consider it appropriate to mention the question of A. Kuronbekov, whether it is necessary to replace international words, which are used internationally in almost all languages, with national words. In his article [8:16-18], the author emphasizes that there are almost no attempts to change words that are widely used in all languages, such as academy, test, operator, e-mail, bulletin, fax, catalog, into national words. However, in some languages they are said to have been mastered, confirms his opinion on Arabic language: Majma' ul-ilmi – "academy", ma'had – "institute", ikhtibar – "test", a'mil – "operator", al-barid – "e-mail", fihrist – "catalog".

During 1384-1386 the Hijri-Shamsi years (2005-2007 AD), the Iranian Academy of Language and Literature published a new three-volume dictionary of words called "فرهنگ واژه های مصوب فرهنگستان". According to the former chairman of the academy, Gholam-Ali Haddad-Adel, the first volume of the published dictionary contains words approved by the academy in 1376-1382 (1997-2003 AD) [10:30].

The words approved by the academy in 1379-1383 h.sh. (2000-2004 AD) and 1382-1385 h.sh. (2003-2006 AD) were included in the second and third volumes of the dictionary. In the introductory part of the dictionary, the chairman of the Iranian Academy of Language and Literature, Hassan Habibi, discusses in detail the process from the creation of a new word to its approval. It is noted that this process consists of a total of 14 steps [11:3-22]. According to the preface to Volume 1 of the dictionary published by the Academy, there are currently about 50 word-formation groups within the Academy [10:13]. It is obvious that the word-formation process is still going on at the Iranian Academy of Language and Literature.

It is obvious that the Academy does not have a unified approach to the creation of modern terminology. There are also misunderstandings between proponents of changing all borrowings to the original Persian words and linguists who oppose it. We can only observe a consensus on the fate of European words that linguists are trying to squeeze out by force [4]. In this regard, we consider it appropriate to note the resolution of the Parliament of the Islamic Republic of Iran on November 18, 1995 "On the prohibition of the use of Western-European vocabulary in government agencies". The law consists of 10 articles, Article 1 of which stipulates that the Academy of Language and Literature of Iran, in cooperation with research centers, must create new words in accordance with applicable law and report on its activities to the relevant parliamentary committees every six months. Articles 5-9 of the law stipulate that relevant enterprises, ministries, agencies and the media must use the original Persian words in their activities within two years from the date of entry into force of the law instead of non-Persian words [12:17].

The former president of the academy, Dr. Hassan Habibi, said in an interview on June 25, 2006 that the tasks had not been achieved to date, despite the fact that more than a decade had passed since the adoption of the above laws: "Our problem today is not only with the influx of Western-European words, but also with the fact that some of the proposed words are losing their original Eastern features".

As an integral part of the years-long policy of the state language, President Mahmoud Ahmadi Najod signed a special decree in late July 2006 "On measures to prevent the use of foreign words (Western – European words) in official government agencies."

In particular, the country's current religious leader, Ayatollah Ali Khamenei, is in a state of extreme opposition to Western-European words, which he describes as "peculiar poison." He said that a large-scale fight against such influences and processes is needed [4]. Today, the state's attitude towards arabisms is completely different from the policy of a few years ago. This can be seen from the opinion of the Iranian Academy of Language and Literature that the Arabic lexicon has a strong place in the Persian language, should not be considered a foreign lexicon and should be actively used in the creation of new terminology.

Conclusion:

Analyzing the activities of the academies of "Iranian language and literature", which have been operating since 1935 with some breaks, we have come to the following conclusions:

1. While the first academy of "Iranian language and literature" aims to "cleanse" the Persian language from Arabic and Turkish words, the second and third academies try to "cleanse" the language of Western European words.

2. Unlike the activities of the first academy, the second "Iranian language academy" and the third

"Iranian language and literature academy" aimed not only at choosing alternative Persian words instead of borrowed words, but also at creating new words and phrases for concepts that have not yet appeared in the language lexicon.

3. In the activities of the three academies of "Iranian language and literature" there are bright manifestations of the Purism movement. These efforts are explained by the desire to create a "great Persian language" in the world.

4. Currently, the level of productivity of the word-formation process in the activities of academies is assessed differently by researchers. The fact that some of the words developed by the first and second academies have a strong place in the language shows that the activities of these academies have not gone unnoticed. As for the activities of the Third Academy of Iranian Language and Literature, the words proposed and made by it have to go through years. Only then will it be possible to come to a reasonable conclusion about them.

5. Analyzing the activities of the academies, we can also observe that certain words suggested by them are artificial and do not have a strong place in the language.

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