



ON THE TEACHING OF UZBEK DIALECTOLOGY AND METHODOLOGY OF RESEARCH IN THIS FIELD

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ABSTRACT

The problems of Uzbek dialectology in the period from the 1920s to the 1980s were not strictly regulated. The reason for writing this article is that while we are talking about the theory and practice of dialectology in other languages, we are only focusing on general issues of dialectology. It seems that all Uzbek dialects have been studied, but it is clear that our dialects have not been fully studied. phonetic, lexicographic, morphological, morph phonological, grammatical, statistical and etymological research.

It is time to seriously consider the implementation of dialectological theory and the interdependence of dialectological practices. There are a number of things to keep in mind.

KEYWORDS: - Uzbek dialectology, issues of Uzbek dialectology, reason for writing this article, theory and practice of dialectology in other languages, general issues of dialectology, all dialects of Uzbek folk dialects, dialectological theory and dialectological practices 'continuous organic unit.

INTRODUCTION

At a time when innovative technologies are being used in various disciplines, it is necessary to think about the problems of teaching and conducting research in the field of Uzbek dialectology. Problems of Uzbek dialectology The scientific work carried out in this field in the period from the 1920s to the 1980s was not carried out in a strict manner, the activity of scientific research based on the initiatives of researchers is spontaneous, ie who decides which dialect to work?, the leadership, which served the interests of the council, only approved and registered such issues. In other words, the territory of our country has not been studied one by one by the decision of the special centralized coordinating council on linguistics, more precisely, scientific works have been carried out

only in its name. The result is that the dialects of the central cities have been studied, while the rest of the regions have been left behind and the dialectal texts have not been collected. In our opinion, this is a misconception that the Uzbek dialect is just that [1, 248-271].

MATERIAL AND METHODS

Due to the lack of attention to these issues, the issue of dialectologists and researchers in the field of dialectology remains controversial. If we look at the scientific works written in the field (there are about five hundred), almost all of them are theoretical and practical, and there are no scientific and methodological works on the teaching of "Uzbek dialectology" account.

The reason for writing this article is that at a time when the theory and practice of



dialectology is being discussed in other languages [2, 111.], we are focusing only on general issues of dialectology.

It seems that all Uzbek dialects have been studied, but it is clear that our dialects have not been fully studied. phonetic, lexicographic, morphological, morphophonological, grammatical, statistical and etymological research. Because we see the following cases of Uzbek and Russian dialectology:

1. In Uzbek dialectology, dialects have been studied since the 1920s, but have not yet been fully studied. In Russian dialectology, dialects have been studied in full and are being studied again.
2. Uzbek dialects are not fully studied without dialectal texts, but are classified, which is a relative classification that can be corrected once the dialects are fully studied. In Russian dialectology, dialects are classified as a whole after a thorough study of dialects.
3. The issue of compiling dialectological atlases of Uzbek dialects was also addressed only in name. But no such work was found, not even in the archives, because dialectal texts were not recorded. In Russian linguistics, dialectological atlases are both theoretically based and practically created.
4. The process of studying Uzbek dialects on the basis of the linguogeographic method has not been completed. There are several articles and one book on this method.
5. Conducting dialectological practice on the study of our dialects From the beginning of the 90s of the XX century to 2012, qualifying practices were carried out only at the expense of selfless teachers and students themselves, eager to learn. In Russian dialectology, such a qualifying practice has been carried out on a regular basis on the basis of funding.
6. The study of Uzbek dialects has not been completed yet. In Russian dialectology, however, new research is being conducted on dialectal materials after the sources have been fully researched and studied.
7. When there are fewer and fewer internships in Uzbek dialectology, "Are there any experienced specialists in this field?" It is unlikely to answer the question. At the very least, prospective professionals would be able to see, know, hear, and understand the ideas they hear in the classroom in dialectical practice. Well, even if the knowledge and experience of students in this field increases at the level of the requirements of the STS. This has led to a significant reduction in the number of specialists in the field of spontaneous research. In Russian dialectology, qualification practices are conducted at the level required by the STS, and the number of researchers has not decreased.
8. Let's not brag about the work done on Uzbek dialectology. In terms of their perfection and practical, theoretical significance, their qualitative significance is very low. Proof of this is the fact that the dictionary of our dialects [3] (T., Fan, 1971) contains only about 9.5 thousand words. About half of them are related terms. This means that only about 4,500 dialectal words have been published. The collection of dialectal materials and the publication of dictionaries in Russian dialects confirm that the work in this field is well organized. We don't have any. Well-known scholars have differed on the question of what a dialectal dictionary is.

For example, F. Abdullayev [4, 35-41], M. Mirzayev [5, 114-326], Ayub Gulyamov did not dare to create dialectal dictionaries due to differences of opinion on this issue.

And again, these would mean that you have to



spend for these processes.

- Pure theoretical works - PhD and doctoral dissertations from the 1920s to the 10s of the XXI century are examples of this.
- Theoretical and practical monographs and textbooks on "Uzbek dialectology".
- Dialectal dictionaries of scientific and practical nature and dialects in dialects, historical and artistic works are distinguished and scientific articles covered by analysis.

There is no methodological research on how and in what way to study and teach scientific and practical topics in the field. Reasons:

- True, textbooks and manuals have been published in this area. Their main goal is to cover, study and master the richness of our dialects as much as possible. Because they are also outdated in terms of time, period and examples. This will lead to the creation of necessary and relevant manuals for the field, ranging from the methodology of teaching topics in grammar through the formation of methods for creating textbooks and manuals in the field.
 - the article, textbook, textbook and textbook have not been studied in any dialect or dialect in a comparative plan, that is, whether there is a phenomenon, or dialectic, or its meaning rejected or unsupported;
 - for the incomplete study of Uzbek dialects, articles, pamphlets, monographs, manuals, textbooks, new dialectal materials in textbooks and their analysis. the work was neglected. Because it is true that our dialects and dialects have not been fully studied.
2. It is time to seriously consider the implementation of dialectological theory and the interdependence of dialectological practices. To this end, dialectological theory and the processes

of dialectological practice are strengthened by the methodology and methodology of research in this field on the basis of the requirements of modern science, supporting the activities of dialectologists, scientific and practical and material aspects of researchers conducting scientific observations on the practice of dialectology. support will be required. It is necessary to form and maintain a "Dialectological Fund" that will receive the collected dialectal materials on the basis of analysis and reviews.

CONCLUSION

It is advisable to pay attention to the following:

- 1) There were two types of transcription used in the writing of dialectal texts: a) transcription based on the Russian-Cyrillic alphabet; b) transcription based on the Latin alphabet. Now, with this in mind, it is necessary to substantiate and justify the new transcription marks, taking into account its optimal variants. However, the complication of transcriptional symptoms does not justify itself. This is because the use of complex transcription as a barrier at a time when dialect materials are difficult to assemble, leads to incomplete work. Some scholars also recommend a more complex transcription, which slows down the process of studying dialects and research on a scientific basis, or causes the work begun to be incomplete. Once the sheva materials have been collected, they can be transliterated into existing scientific transcriptions for inclusion in special scientific texts;
- 2) compile educational dialectal chrestomathy by selecting dialectal texts of different dialects and dialects to apply the methodology to



strengthen scientific research;

- 3) formation of dialectal chrestomathy of scientific-theoretical character, summarizing materials of scientific theoretical and scientific-practical character concerning dialects and dialects for implementation of methods for carrying out and strengthening of scientific research works;
- 4) strengthening the methodology of covering the practical aspects of the content of the topics covered in the report in practical training;
- 5) substantiate the content of the topics covered in the report with examples from the dialectal text collected in dialectological practices;
- 6) to update the curriculum to cover the practical aspects of the content of the topics covered in the report, to carry out the preparation of textbooks for practical training in this discipline;
- 7) preparation of textbooks explaining the content of the topics covered in the report and ways to cover the practical aspects of the seminar;
- 8) It is time to start practical work in the form of midterm examinations and educational projects, which in a sense summarizes the work done in practice and encourages students to think.

Of course, the "Methodology of Dialectology", which includes issues of dialectal research, dialectal text, dialectal lexicon, dialectal lexicography, to correct such ambiguities and shortcomings [6, 3-124-; 88-109-] and be able to follow it. It is also time to publish new textbooks [e.g., 7, 3-180-] and manuals, along with scientific research in the field.

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