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THE MOTHER TONGUE TEXTBOOK OF THE PRIMARY SCHOOL IN ELBEK'S INTERPRETATION

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ABSTRACT

This article provides an analysis of the "the Ways of writing" handbook for elementary school created by Elbek, a Jadid writer and educator who lived and worked in the last century. This tutorial covers sounds and their usage, syllables, word reading and others.

KEYWORDS: *National Curriculum, Congress Of Turkologists, "Ways Of Writing", Vowels, Words, Thick and Thin Stressed Vowels, Suffixes, Changes In Vowels.*

INTRODUCTION

The basis of national thinking, national consciousness, statehood forms the NATIONAL LANGUAGE. That is why language has always been very important. Even the "hegemont" language of the occupying powers has squeezed and turned national languages into a dead language, squeezing them out of the needs of human society. According to the latest figures from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are currently 6,912 languages in the world. The perspectives of these languages are grouped by analysis. They are classified as "endangered languages" and "dead languages". One of the disturbing facts is that every month two languages become a dead language.

We must first teach the national language to our children, who are the future of our nation, who have a tender heart and a clear mind, who begin to understand the world first through the prism of thinking of their parents, and then in kindergartens and schools. Only then we will not lose our identity in this ancient world of violent economic and political processes. In this sense, the knowledge acquired in the native language and reading lessons is very important for the acquisition of oral and written speech by primary school students. In June 2020, the draft

National Curriculum for Mother Tongue was presented to the general public and experts at a scientific conference by a working group of leading experts of the Republic through the Zoom platform. The specificity of the proposed program of teaching the mother tongue is aimed at developing four different linguistic skills in the student, namely, the student's listening comprehension, reading comprehension, oral and written. It is very important that the most pressing issues, such as the development of speech skills in general, are incorporated into the textbook content.

The texts included in the program are of great educational, scientific and linguistic significance. In the past, Mother Tongue textbooks were based on literature, but now students are able to understand and analyze scientific texts.

The interdisciplinary integration of the program is designed in such a way that topics are formed in any subject that the student needs, and they explain how to use language units and what to pay attention to. For example, while Tarbiya teaches adults to treat others with respect, Mother Tongue teaches the words used to express respect and the tone of their pronunciation.

As a result of the efforts of our Jadids to enrich our native language in the 1920s, Uzbek was adopted as the state language. The survival of any language depends on writing. In this regard, we have come a long way since the beginning of the twentieth century. Beginning in 1921, the transition from Arabic to Latin began. In 1926, a congress of Turkologists was held in Baku, the capital of Azerbaijan. The conference will decide on the transition to the Latin alphabet. This is due to the fact that the Arabic alphabet does not reflect the phonetic features of the Turkic language and is difficult to learn. Sources say that Nazir Turakulov spoke at the conference on the issue of writing. On June 10, 1926, the former Uzbek Soviet Executive Committee decided to switch to the Latin alphabet. According to the resolution, the Committee for the Introduction of the New Uzbek Alphabet was formed, which included Yuldash Akhunboboyev, A. Ikramov, F. Khojayev, Elbek, Majidi, A. Fitrat and others.

As mentioned above, in the 1920s, in magazines such as "Education and the Teacher", "The Furnace of Knowledge" we can observe the appearance of many Jadids, intellectuals, writers related to the Latin script and its spelling. One of such creative educators, Elbek created a textbook "the Ways of writing" for students of 2nd, 3rd and 4th grades of primary schools. In the introductory part of the book, the author wrote the following historical information: "Thus, at the beginning of the 21st year, at spelling conference the novelty was added to our spelling At the end of the language.

In addition, the Ways of Knowledge is a book that guides single students. That is why I have written this book in accordance with the resolution of the congress in a new way.

Of course, this book is not written for guidance; It is designed as a "lesson" for children to learn how to write in their hands."

The Ways of Writing consists of 11 lessons and consists of the following components:

Lesson 1. Sounds.

Lesson 2 Stressed vowel.

Lesson 3 The word.

Lesson 4 A part of speech.

Lesson 5 Thick and thin stretches.

Lesson 6 Connected and disconnected sounds.

Lesson 7 Extras.

Lesson 8 Attachments.

Lesson 9 Vowel changes.

Lesson 10 Rule.

Lesson 11 Assignments for students to test.

The lessons include 10 rules, 10 assignments, examples, questions, and 5 notes ("Notes", i.e. theoretical conclusions. A.U.).

In the first lesson, the meaning and number of vowels (letters) are stated (23): a, b, p, t, ch, j, x, d, z, r, s, sh, g', k, q, g, ng, l, m, n, f, h, y. For some reason the letter v is not given. Based on our current alphabet, the New Uzbek Alphabet Based on the Latin Alphabet, 26 letters, 3 letter combinations and punctuation marks are taught in primary school textbooks. Based on these, 24 consonants (the letter j represents two sounds: like a chicken magazine) and 6 vowels are taught.

First graders should know:

- a) Pronunciation and hearing of sound;
- b) See, read and write a letter;
- d) Should know that a letter is an expression of a sound in writing.

The second lesson covers vowel lengths. In modern Uzbek, we learn this as vowels.

For example, "o" from the upper syllables is a thicker syllable. That's why it's called a "thick top stressed", for example "qo'l", "yo'z", "bor". Nowadays, these thick and thin ones are not expressed in our writing and pronunciation. There are signs of this superiority.

In the third lesson, the meaning of a word is explained as follows: A word is the combination of sound and sound syllable which mean something to a person. The Note in this lesson is that the words are also made up of lone sounds themselves, for example, til, yil, qish, u, iz. In our modern Uzbek script, "u" consists of one sound and a letter, the third person singular.

A *syllable* is a unit of organization for a sequence of speech sounds.

As the syllable is a complex concept, it is not taught in elementary school. The program requires students to develop the ability to divide a word into syllables. In the fourth lesson, Elbek uses the term "part of word" instead of "syllable":

"When we say a word, it is heard in one and / or more parts. This division of a word is called a "part of word": qish, qu-yash, yo-zish, o'l-di, bor-dim, o'-qu-moq-chi .

The fifth lesson is about thick and thin stressed vowels. X, g', q, and the presence of a thick upper stressed vowel "o" provided that they occur in the main part of a single word, in the case of a thick stressed vowel, k, g; it is said that a thin upper syllable is "a" and a thick lower syllable

is "e", provided that the syllables appear at the beginning of the word. Examples: bor, yoz, o'quv, yig'lama, uxlagan(bold); yugur, gal, mana, el (thin word).

The sixth lesson. Connected and disconnected sounds. Vowels that are written on both sides are called "adjacent vowels": "t", "sh", "q", "l", "m". Sounds that are connected on one side and disconnected on the other are called "broken sounds": "r", "v", "z", "d".

Today, the skills to spell the letters of a word correctly during teaching of elementary school students are developed.

The seventh lesson. Shape-making supplement does not mean anything to a person, but is added next to the word: -da, -ga, -ga, -dan, -ning, as -ni, -dir. Example: mening, o'qishdan. Currently, 3rd graders can use word formation to form new words (mevali, suvsiz), and shape-making supplement connect the word with another word (daraxtning bargi).

The eighth lesson. Writings of shape-making supplement. It is interesting to note that, it is wrong to write the word "qolg'on" as the word "qolgan" (left), the word "kelg'on" as the word "kelgan" (came). In our modern Uzbek literary language, we write and pronounce the opposite.

Lesson Ninth. Variations in vowels, which are vowels "q" and "k", "q" becomes "g", and "k" becomes "g". Example: o'qumoq-o'qumog'i, ko'rmak-ko'rmagi (read-read, see-see). In this sense, it is similar to our modern Uzbek language.

Lesson ten. In the last part of the word, before the vowel "b", you need to look at the beginning of the word to write one of the sit or lower syllables. The main part of the syllable is written as a place before "b": ko'rub, borib, qolib, ketib (see, go, stay, go).

In the eleventh lesson, students are given a test task.

At the end of the book, Elbek emphasized that we should use our own words instead of foreign ones. He believed that it is better to write the word "bitik" instead of a book. This shows that Elbek is a Purist scholar who cares about the purity of our language.

The lack of a well-regulated writing system until the 1920s was one of Elbek's first steps in creating native language textbooks. This guide includes letter shape, reading, thin and thickness of the letters, syllables, words and affixes; in one word that means spelling rules. Similar to modern elementary school textbooks, questions and assignments are given after each rule.

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