

# Morphological Assimilation and its Semantic Manifestations in the Uzbek Literary Language

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## **Abstract**

*The article is devoted to the morphologically formed type of assimilation, which allows to fully complying with the economy, which is a characteristic feature of the Uzbek literary language.*

**Keywords:** *Structural-syntactic aspect, speech purpose, component analysis, contextual analysis, speech practice, mental power, categorical addition, system-functionalization, text analysis.*

## **I. INTRODUCTION**

W. Humboldt, the founder of general and theoretical linguistics, called language

- 1) a mental activity by its essence, a spiritual force;
- 2) integrity by its structure, integrity (system);
- 3) a social phenomenon by its function.

This implies that language is 1) a means of expression of the spiritual power of the people, 2) an integral whole whose elements are interconnected, and 3) an invaluable creature that allows members of society to communicate and understand each other. The construction of the whole, that is, the order (structure) based on the interaction of its elements, depends directly on the mental strength of the people. Since the spiritual strength (way of thinking) of nations is different, the structure of languages is not the same.

## **II. LITERATURE REVIEW**

It is known that the language, including Uzbek, comes in two forms (written and oral), as well as dialect, common and intermediate (compound, mixed). The common appearance of language is a historical and cultural phenomenon called literary language. Modern Uzbek literary language was formed in the first half of the 20th century on the basis of historical Uzbek language, oral speech and dialects. Since this work was carried out in a system in which colonial policy was pursued from the inside, the norms of literary language were adapted to the norms and rules of the dominant vernacular. The social function of our language was limited by an attack on the psyche of our people. Therefore, as soon as the opportunity arose (during the period of reconstruction), a law on the state language was adopted. This gave our language political and legal freedom. After gaining independence, the barriers to the spiritual (spiritual-enlightenment) and social function of our native language were completely eliminated. Immediately, writing and spelling were reformed, and the terms were adapted to the spirit of the times. Serious measures have been taken to regulate place names. These works were undertaken by the state. The reform of other sections was largely the responsibility of linguists. There is still a lot of work to be done in this area, as it is not an easy process to get rid of the scourge of colonialism (Abdulla Qahhor). This article attempts to analyze one of the most reformed topics of modern Uzbek literary language, namely, morphologically formed assimilation (component), contextual or textual. In some places, comparative and statistical methods were also used.

## **III. ANALYSIS**

Assimilation is expressed in two ways: one syntactic, one morphological.

The smallest form of syntactically formed assimilation is made by adding two stems, an appendix to the base, or an auxiliary word. It has several templates, all of which consist of two parts. The first part of one of them (assimilation message) consists of four or five members, the second part consists of

two members. In particular, only one or the auxiliary used in the suffix is used: *Ol + gan + i + ni ayt + di*, *Ol + ish + i + ni ayt + di*, *Ol + moqchi + lig + i + ni ayt + di*, *ol + gan + i haqida gapir + di* and so on.

During the Soviet era, this type of mastery was theoretically studied and applied to higher and secondary education, i.e. it was regulated and codified. This type is compared with an excerpt, with which it has been studied under a single general title (another sentence). Doctoral and candidate dissertations were written about them, monographs were published. It was argued that assimilation is not specific to the syntactic structure of the Uzbek language. During the period of independence, both events were studied together and their model was given.

This type of assimilation is seemingly simple; the content is equivalent to a compound sentence. Acad. In the words of G. Abdurahmanov, such a simple statement expresses two ideas. This is especially noticeable when compared with inflectional languages: *-Kitob olganini aytdi. -Он сказал, что он покупал книгу.-Er sagte, dass er ein Buch gekauft hat.He said that he had bought book.* The influence of a foreign language is explained by the fact that it is admitted to be in a joint speech.

The second type of assimilation is associated with a peculiar feature of the structure of the Uzbek language, the smallest form of which is formed by adding an addition to the stem, the base of the verb.

Although the study of grammatical phenomena of the Uzbek language before independence is often based on Russian patterns and templates, some scholars pay attention to this type of mastery. Including prof. A. Gulomov - (i) b + di describes in detail the meaning, meaning and application of the past tense verb. Acad. A. Hojiev more precisely explains the nature of this form. It shows that its basic meaning is manifested in the form of hearing and then knowing as if *not directly observed*. G.N. Zikrillaev, based on the opinion of these scientists, the system-functional approach, organic and contextual analysis, says that when the meaning of the form *-(i) bdi* is heard, assimilation occurs. However, this type of mastery has not been specifically studied and theoretically sufficiently substantiated, nor has it been applied to secondary higher education and included in textbooks and manuals. This is also the reason why this type of assimilation is used in this article to show the relationship between words and speech.

**In the Uzbek language, the morphologically formed assimilation content has three types:**

- 1) indirect imperative;
- 2) indirect positive (desire and so on);
- 3) indirect interrogative.

The following means are used to express these meanings :-( i) bdi, -adi (-ydi), -gan, -gan ekan, -gan emish, - (a) r ekan, - (a) r emish, - (a) yotgan ekan, - (a) yotgan emish, - adigan, (- ydigan) ekan, - adigan (- ydigan) emish, - moqchi ekan, - moqchi emish, - sin ekan, - sin emish, forms and nouns and other word groups + ekan, emish is an incomplete verb, and etc.

We summarize the results of the organic and contextual analysis of one of these tools. This tool consists of two parts. The first part includes the core, the base (stem + categorical suffix), the second part includes descriptive suffix and predicate ending. According to the meaning of the person who is the main element of predicate ending, a three-line conjugation occurs. The following table shows this.

Person	Stem of verb	Descriptive suffix	person, number, and ending meaning respect
I			man, miz
II	ol ish+la	i(b)	san, sanlar, siz,sizlar
III		(i)shibdi	di, dilar

Apparently the first part of the form consists of one or two, the second part of two or three members, and the most compact view is three-member. Similarly, the form is semantically and syntactically composed of several parts, the first part is lexical and grammatical, the second part serves only to express grammatical meaning.

Through the members of the second part, the meanings of past tense, direct observation, person, number, and ending meaning respect are expressed to varying degrees or appearances. This section provides structural-syntactic completeness by fully forming the cut. The form is therefore sufficient to express the most concise message. However, depending on the degree of clarity of these meanings and the function of the speech purpose, the message (sentence) often occurs in an expanded manner.

The meanings of the second part belong to a particular system (category, field). Accordingly, the content-functional feature of each of them can be considered separately. In this case, its external-internal relationship with the means of integration into this system is studied. Here we think only of assimilation. The main goal is to observe the relationship between words and speech first, and secondly to make sure that the literary norm is followed. Literary text was used as a source.

#### IV. DISCUSSION

Four major prose works of Abdullah Qahhor were selected in order to determine the amount of use of means of expression - (*i*)*bdi* and to analyze the semantic-syntactic features. The results of the statistical analysis are given in the table below.

№	Work title	Year of writing	Page	Meeting	Amount		
				I	II	III	total
1	Sarob	1930-1934	285	-	1	32	33
2	Qo'shchinor chiroqlari	1951	315	-	1	144	145
3	Sinchalak	1958	182	-	2	147	149
4	O'tmishdan ertaklar	1965	141	1	1	265	267
	Total		923	1	5	588	594

It can be seen from the table that in the 923-page text, the form - (*i*) *bdi* was used 594 times to express assimilation. But there is a sharp difference between the use of I, II person and III person. The reason for this is that since I person is the speaker, it does not make sense for him to assimilate and describe the action he has taken. Since II person participates in the verbal practice (speech act) as a listener, there is almost no need to assimilate and express the action he performed. Because III person is not a member of the speech act, the speaker has limited ability to directly observe the action he or she is performing. Accordingly, he often has to hear it from someone and explain it. This allows the (- *i*) *bdi* form to be used more often in III person. A. Qahhor skillfully uses this opportunity.

At the same time the amount of the form- (*i*) *bdi* is almost equal to that of the *Qo'shchinor chiroqlari* and *Sinchalak*, but differs sharply from *Sarob* and *O'tmishdan ertaklar*. This difference is explained by the nature of the literary text. It is known that in *Sarob*, direct communication (conversation, question-answer) and in *O'tmishdan ertaklar* tell stories that happened much earlier.

Now we will briefly describe the semantic-syntactic feature of the form - (*i*) *bdi*. - (*i*) *bdi* form forms a simple sentence expressing structural-syntactic completeness. But such a statement is not complete in content. Because the mastery message consists of two elements: 1) action (thought) and 2) mastery. The first element is expressed by the stem or root of the verb, the second element is expressed by the suffix, the volume of the sentence depends on their valence and relevance (necessary-unnecessary, important-unimportant) for the verbal action.

If only the action performed by III (other) person is important for the verbal action, then the stem, root of the verb are used alone, and its valence does not occur. The valence of the suffix – (i) *bdi* is often manifested. Accordingly, the volume of the speech depends on the location of the means of tension: **Ko'rishibdi**, [bozorda murch, qalampir sotib o'tirgan emish](A. Qahhor, Qo'shchinor chiroqlari). Since the purpose of speech is to express an action and what it is heard, the object of action consists of a single word. The object of the action is a person named Abduvali, two sentences before which it is represented by a relative horse (groom). The speaker is Aunt Anzirat, the listener is Samardarov, all of which are known from the previous statements. However, the subject of the - (i) *bdi* form is unknown and does not occur in the macro context. Accordingly, it is not possible to know from whom the speaker heard the message.

Depending on the purpose of the speech, the source of the message may be clear: **Tobingiz qochipti...** *bizning boboy shunaqa deb qoldilar* (A. Qahhor, Sinchalak). In this example, too, the assimilation is concise. It is clear from the previous sentence that the speaker is Kozimbek and the listener is Saida. The source of the message is a definite person (Kalandarov) and in the next sentence is expressed by a phrase (*bizning boboy*). Accordingly, it is understood that the speaker assimilated his father's opinion.

When the valence of the stem and the suffix is apparent, the volume of the assimilation expands considerably: **Ergash yigitlari bilan o'sha kechasi Buvaydidan chiqib ketibdi**. *Bu xabarni Ali-laylak yetkazdi* (A. Qahhor, O'tmishdan ertaklar). In this example, if the use of the subject (Ergash) is related to the additional valence, the use of the filler and the case indicates the appearance of the core valence. The role of the source of the message is similar to the example above, and is described by assimilating an action heard from another person (Ali-laylak). When more than one action of another person is described, the sentence expands: *Biroq vofurush Kulalani bozorda tutib olibdi, bir-ikki shapaloq urib, qo'lidagi o'roqni tortib olibdi. Kulala yig'lab keldi* (A. Qahhor, O'tmishdan ertaklar). It is noteworthy that in this example the verb of speech indicating mastery was not used.

## V. CONCLUSION

A brief analysis shows that A. Qahhor often uses the form - (i) *bdi* in the assimilation and narration of events that he or the protagonist of the work did not witness. Strict adherence to economy, using only words and phrases necessary for speech practice. This serves as an example for both young writers and scholars and publishers.

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