

## SCIENTIFIC VIEWS ON THE CLASSIFICATION OF TURKIC LANGUAGES AND THE IMPORTANCE OF THEIR STUDY

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Like the glorious history of the Turkmen people, their language, which has been shaped, refined, and developed over centuries to the level of a literary language, also has a very ancient and rich history.

Tracing the historical development of the Turkmen language, determining its place in the development of other Turkic languages, and revealing its unique characteristics will be of great importance as an inspiring force and an inexhaustible source for our future national revival. This is the relevance and effectiveness of each ongoing scientific research.

“It is impossible to fully understand the history of the Turkmen language without considering the place where Turkmen people live, their relationships with other peoples, and, in particular, with the ethnic groups they assimilated” [6, p. 10]. “The Turkmen language has never been isolated from other Turkic languages in its development. Turkmen tribes were also assimilated by other Turkic peoples, and peoples with similar ethnic compositions have similar languages” [6, p. 11]. The ethnic composition and language of the Turkmen people, who were forced to change their place of residence repeatedly, underwent various changes at different times [6, p. 23].

The scholarly views and valuable results expressed by prominent Turkologists who studied the history of Turkic languages, tracing the origins of the Turkmen language, its ancient roots, which developed, improved, and enriched itself in the context of other Turkic languages, serve as important sources of information for the study of modern Turkology.

The study of Turkic languages through their classification was one of the pressing issues that attracted the attention of prominent Turkologists in the Middle Ages. During this period of scientific advancement, numerous studies were conducted aimed at establishing Turkology as a distinct field of study. Consequently, the classification of Turkic languages and their arrangement within these frameworks became the primary focus of research. Turkologists have taken different approaches to this problem. They approached the division of Turkic languages into groups primarily by considering the historical origins of these languages, their areas of distribution, and their linguistic characteristics.

Thus, to study this issue, the renowned Turkologist Mahmud Kashgari, who lived in the 11<sup>th</sup> century, traveled to the areas inhabited by Turkic peoples and carefully studied the phonetic and morphological features of their languages. Based on this, he divided the languages into Eastern and Western Turkic. The linguist noted the different pronunciation of individual sounds at the beginning and middle of words in Eastern and Western Turkic languages, as well as the use of suffixes on certain verb forms, as a characteristic feature compared to Western Turkic languages. The scholar took a unique approach to dividing the Turkic tribes into groups. By



demonstrating the distribution of the Turkic languages and delineating their boundaries, he classified the Turkic tribes. To divide the Turkic languages into groups, he relied on a globe-shaped map compiled by the renowned scholar of the time, al-Biruni. Thus, he was one of the first to map the Turkic tribes and conduct a comparative study of the languages of the Turkic tribes.

The Turkic centers established in Russia in the second half of the 19<sup>th</sup> century at Moscow, Kazan, and St. Petersburg State Universities played a major role. As a result of the numerous scientific studies conducted at these Turkic schools, the most important problems in the scientific study of Turkic languages found concrete solutions. One of the main problems explored by prominent scholars conducting research at these centers was the division of Turkic languages

into groups based on their origins and, on this basis, the identification of the unique characteristics of each. Accordingly, Turkologists, who have conducted numerous studies on this topic, approached this problem from different perspectives. While V. A. Bogoroditsky, a member of the Kazan Turkological Center, divided the Turkic languages into groups based on place of residence, V.V. Radlov, a prominent representative of the St. Petersburg Turkological Center, divided the Turkic languages into groups based on phonetic features and geographic location, and F.Ya. Korsh, a representative of the Moscow Turkological Center, divided the Turkic languages into groups based on phonetic and morphological features. While S.Ya. Malov, a prominent representative of the St. Petersburg Turkological Center, divided the Turkic languages into groups based on age, the renowned Turkologist A. N. Samoylovich based his classification of the Turkic languages on their phonetic and morphological features.

In the second half of the 20<sup>th</sup> century, N.A. Baskakov approached the question of dividing the Turkic languages into groups, taking into account the phonetic, lexical, and grammatical features of the languages of the Turkic peoples in relation to their historical development. He expressed his scientific views in the book "Essays on the History of the Functional Development of the Turkic Languages and Their Classification" [5, p.]

As it turns out, the work of Turkologists in defining the groups of Turkic languages is increasingly refined. The opinions expressed and the schemes drawn up as a result of their research vary. Difficulties arise in choosing the most suitable among such diverse opinions. It is necessary to select the most convenient of them and present it as information for those wishing to study the issue comprehensively and in-depth.

The scheme developed by this outstanding Turkologist, compared to tables by other authors, is considered a successful division, comprehensively taking into account all the factors playing a significant role in the development of languages. Therefore, this scheme is also included in textbooks prepared for students majoring in "Teacher of Turkmen Language and Literature" in our country, covering the subjects "Introduction to Turkology" and "History of the Turkmen Language." The scheme was compiled by N.A. Baskakov.

In addition to the aforementioned Turkologists, foreign linguists such as J. Nemeth, G. Ramstedt, M. Ränsen, L. Ligeti, K. Grönberg, R. Arat, T. Banguoglu, T. Takin, I. Bensing, G. Menges, and G. Dörfer have also conducted in-depth studies of theoretical issues related to the classification of Turkic languages. They have offered valuable insights into the classification of these languages and made a significant contribution to solving this problem.

As it turns out, scholarly views on the classification of Turkic languages arose in connection with the history and geographic distribution of these peoples, the origin and age of



their languages, and the linguistic features found in these languages. Tables and classification schemes for Turkic languages compiled by Turkologists differed along these lines.

It is known that in the development of the Turkic languages, history, boundaries, and linguistic features, created a harmonious whole, each of which created favorable conditions for the development, dissemination, and active use of a given language group. Therefore, the charts and tables reflecting the division of Turkic languages into groups have their own advantages and disadvantages. When conducting general education classes and practical lessons on linguistic subjects such as "History of the Turkmen Language," "Introduction to Turkology," "Dialectology of the Turkmen Language," "Comparative Analysis of Turkic Languages," and "History of the Turkic Script," the goal is to collect and analyze the scholarly views of linguists on the study of Turkic languages, in particular their classification, especially when studying the history of the development of national languages that diverged in the historical development of the Turkic languages, their individual characteristics, and to support the above with relevant linguistic examples. This contributes to the theoretical validity of the research of students, teachers, and researchers interested in this issue. In general education classes and practical lessons at higher educational institutions where Turkmen is taught as a professional language, it is also valuable to trace the linguistic group and branch to which our native language belongs, explain which languages it is most closely related to and which are distantly related, and reveal the interactions between them throughout historical development. Based on the scholarly views expressed by Turkologists on the classification of Turkic languages, the history, boundaries, and linguistic characteristics of these languages are described.

The creation of linguistic maps that depict the history, boundaries, and linguistic characteristics of these languages based on the scholarly views expressed by Turkologists on the classification of Turkic languages also serves as an educational and didactic resource that allows students to trace the development of the Turkic languages, including the ancient roots of our native language.

### **Literature.**

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