

Terminology Academies in Oriental countries and their directions

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Summary. *In this article analyzing of factors of the term forming of Academies and their scientific works in Oriental countries. Author of the article analyzes Arabic, Turkish and Persian terminology academies in Oriental countries, theoretical ideas of each school on terminology, as well, the role of these academies in the term making. There are many ideas about term formation and theory of term making in these languages and their ways of scientific screening the terms. There are have given conclusions about different and similar parties of terminology works in Arabic, Turkish and Persian terminology.*

Keywords: term, terminology, term making, scientific works in Oriental countries, Arabic terminology academy, Turkish terminology academy, Persian terminology academy.

In the twentieth century, scientific and technical terminology and concepts have evolved to the same degree. By the 1930s, European and Eastern countries began to study the terminology one by one. In the European countries, as we have seen above, terminology schools have been formed under scientific concepts and ideas, while in the Oriental

countries, terminology was also used in a special way. That is, attempts to maintain to the social function of the language have intensified. The sources say "... the beginning of the movement it is possible to observe in some parts of the region, for example, in Turkey, Iran and Egypt" [1:32; 2:73].

Accordingly, the following is an overview of the formation of Arabic, Turkish and Persian terminology and the terminology tradition.

Arabic academies. It is noted that the history of the Arabic language has two stages of development [3:97]:

1. Classic Stage. It is well known that the wide spread of the Islamic religion has placed the responsibility of studying the Arabic language for Muslim countries. As a result, Muslim countries have become bilingual people. Therefore, ancient scientific and cultural heritage sites written in Arabic. Specifically, mathematics, medicine, geometry, geography and astronomy are included in

the Arabic treasury. The revelation of the Qur'an contributed to the formation of terminology, in justice, economics, philosophy, and medical system. The fact that poetry has a long history indicates that deeply rooted concepts have been taken. Taking into consideration these circumstances, it has been concluded that nomenclature in the Oriental world, especially in Arabic, has been formed.

2. Current Stage. The structure of the science has provided an increase in the number of Neologisms. This situation was also disadvantages for field specialists. As a result, in 1933, the Egyptian Academy was opened in Kaira for the purpose of presenting options in Arabic and preserving the national language proficiency. At the Academy there is a group of specialists in the field who have been working in other languages to introduce equivalents within the framework of Arabic languages to the following terms. To date, seven Arabic academies have been established in Arabic countries [4:40]. This situation can be explained by the fact that these states live geopolitically on the territory;

the Arabic language is the state language of these countries, and the language exchange between them.

The terms introduced by the Academy of Sciences is based on universities CIERTA (Center d'états et de recherché en terminologie arabe), the Center for Arabic Language Studies, Agency Universitary de la Francophonie (Francophonie Universities Agency) and the Coordination Bureau control and co-ordinate.

The Arabic language Academies accept the following terms by using the following methods:

- 1) Translation;
- 2) By word-formation methods;
- 3) Lexical-semantic;
- 4) Abbreviation [3:99].

Taking into account the fact that the terminology in Arabic language is closely related to the verbal term and the combination of most terminology forms is structure, there are many unexpected consequences for the term creation. Because the linguistic ability of tongue cannot convey all the assertions as well

as the word, so the combinations or combination of terms occurs.

Analyzes the terminology of Arabic language A. A. Mustafaeva acknowledges that the combination and combinations are made using elliptic, composite and abbreviated methods [3: 103].

As we have just mentioned, there are 7 academies in a single neologism for the presentation of terminology in Arabic. Naturally, there are several options for a term. That is a specific term Arabic will have several options. This point has caused considerable problems in fluctuations. First of all, it was required to write the masterpiece without first proposing the Arabic version of the paper; secondly, the existence of several alternatives to a term in Arabic creates inaccuracies in the fact that they are expressed in terms of the word. In this regard, Arabic scholar Ahmad Shafik al-Kotib said "... Creation of bilingual chapters of today's special fields in Arabic is only the basis of the development of the phenomenon of the

polysemy (except for linguistics)" [5: 23].

This situation is observed in all terminology of the Arabic language. Therefore, it is one of the pressing issues of the Arabic language is the study of the single choice of terms and the impact of language proficiency.

Despite the fact that there are a number of agencies and academies in terms of offering terms in Arabic countries, Arabic terminology does not have a recognized terminology school in the world. It is appropriate to link this language with the weakness of the language policy initiated by the state.

Turkish terminology academies.

In 1923, revolution in the rejection of the old-fashioned denunciation and the adaption of new era in Turkey took place. As a result, it was necessary to pay attention to the "Language Reform". The main point is the alphabet based on Arabic letters and the use of words and neologisms in Turkish language. 'Turk dil kurumi' (Turkish language Society) was formed, and linguistic scientists were given a task to learn Turkish

language. The government set itself the goal of multilingualization of the Turkish language; the Turkish Language Committee has the following general requirements:

1) to revive ancient Turkic words, namely, to be redefined and included in the language system. That is, the change of the semantic field of a particular word: the narrowness of the word or the expansion of its meaning;

2) the use of terms derived from the Turkish dialects in the administrative, social and literary processes;

3) to provide morphological methods of expression (mainly with the ways of creation of affixation, conversion, composition, abbreviations)

4) Calcification - a morpheme that is consistent with any structural morphemic of a particular cultivation [6:68-81].

The linguistic community, as far as possible, aims to create a Turkic word. First of all, it was used the ways of word-making and affixes of the Turkish language. Until the 19-th century and early 20-th centuries, the non-Turkish

language content was 65 percent [7:14]. A large part of the confederations was composed of Arabic and Persian words. Now, English language proficiency needs to be given a Turkish equivalent.

At present no matter how hard they tried to clean up the assimilate words from Turkic language, the lexicon of this language grew enormously. M. Anday believes that if the process continues like that, at Turkish language schools the Turkish languages will soon be taught at English and French languages [7:34]. That is, the increase in the number of doubles in Turkish is observed. This indicates that the language does not follow the unification issue.

Despite the reformations made in the Turkish language, the school of terminology for this language that is acknowledged in the world has not formed.

Persian language academies. In the last quarter of the nineteenth century, the Qajarish dynasty, which ruled Iran, has been trying to establish a centralized state, to define the country's borders, and

to formulate a state apparatus to a truly evolving system. [8:98]. In order to accomplish these tasks, first of all, the students were sent to the western countries to train military personnel, as well as high qualified specialists. As a result, the Persian lexicon was enriched with English and French.

In 1906-1911, as a result of the "Constitutional Revolution" in Iran neologisms came into the Persian language with a strong stream and assimilated. Thereafter "word deficiency" in the Persian language began [1:139]. These movements, which lasted for 15-20 years, led to the rise of natural discontent among the intellectuals.

In these circumstances, a language reform should be undertaken to prevent the messy of the state language and to regulate the processes taking place:

Removing Arabic and other languages from the Persian lexicon, it is necessary to bring the equivalent of the language within the context of the language and to maintain the purity of the language first in 1936 – *Farhangestan-e Iran*. In 1968, the second

was established "*Farhangestan-e zaban-e Iran*", in 1991 the third one "*Farhangestan-e zaban va adabeyat-e Iran*" "Iranian Academy of Persian Language and Literature" was founded. Today the third Academy, which is in operation, deals with Persian equivalent offerings in all fields.

The purpose of this development was to avoid repeating the mistakes of the previous academies during the termination of the third Academy.

Therefore, some areas have suggested new terms for alliterated words, for example, the self-censorship of mathematics, medicine, biology, sports, transportation, manufacturing, and so on.

Linguistic movements that started at a time in Arab, Turkish, and Iranian countries are a language lexicology, in particular, has had a certain impact on the formation of its terminology.

The general aspects of the Academy are:

1. To preserve the social function of the national language in certain political situations in Arabic, Turkish and

Iranian academies and to set up a “cleaning” of language conversions by the government.

2. At each academy ,groups of national language editing,presentation and promotion were formed

3. At the academies, the following tactics were used:

1)the purpose a new term in accordance with the concept envisaged by the effective and efficient use of language;

2)to create terminologies by introducing new meanings to existing words;

3)creation of terminology in the national language by calca;

4) word formation;

5) making a combination of terms;

6) creating abbreviation and acronyms

4. The number of duplicates in the languages has increased as a result of the proposals of the academies.

5. Proposal for the creation of interethnic terminology through the language has increased

6. The use of terminology in scientific languages and in the media from the term of the national language and in practical processes has increased. As a result, many textbooks have been published, including assimilated words for computer labs, home appliances, transportation and tourism.

Different versions of academies are observed in the following:

1. Each State Academy has so far gone through various development paths.

1) today there are seven "academies" in Arab countries to present terminology;

2) The Turkish Society (currently Academy), which was established in 1932, continues to offer terms for the present terms;

3) In Iran, "First", "Second", "Third" academies make terms according to the instruction.

2. Nevertheless,

1) In the Arab countries, there is a Bureau coordinating the terms provided by academies and will be used for certain terms upon approval by the organization;

2) In Turkey, the term "Turkish language institution", namely "Turkish Language Society", each term will be discussed and will be announced to the public after it has been approved;

3) First the terminology proposed by experts in Iran is discussed long in the meetings of the Academy, and then a sociological survey will be conducted on this term through mass media. The most suitable term is presented to the government. It is advisable to use this term after confirmation.

3. Arabic duplets are derived from the duplicates in the Turkish and Persian languages, if they are correct in terms of new terms in the same language.

4. Each language has its own inner nature, and it differs from each other in the formulation of its terminology by its methods and models.

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