

OBJECTIVES AND TASKS FOR THE ADVANCEMENT OF THE UZBEK SCIENTIFIC LANGUAGE

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Abstract: The article explores the current state, objectives, and tasks involved in the advancement of the Uzbek scientific language as a vital component of national development and intellectual sovereignty. The author emphasises that the revival of a modern, functional academic language is essential for consolidating Uzbekistan's scientific potential and ensuring linguistic independence in the global academic arena. The study employs analytical and comparative methods to evaluate the historical, cultural, and socio-political conditions that have shaped the evolution of the Uzbek academic language. Particular attention is given to the relationship between scientific thinking and linguistic expression, as well as the institutional mechanisms required to strengthen the status of Uzbek as a language of science. The paper argues that the enrichment of the Uzbek academic lexicon, the standardisation of terminology, and the integration of native language principles into the education system are indispensable for achieving a truly national model of scholarly communication. In conclusion, the author calls for comprehensive policy reforms, educational initiatives, and public awareness efforts to elevate the Uzbek language to the level of modern scientific discourse, ensuring its full participation in global knowledge production.

Keywords: Uzbek scientific language; linguistic development; academic discourse; national identity; terminology; scientific communication; linguistic sovereignty

Introduction. Language plays a decisive role in shaping the intellectual and cultural identity of a nation. In Uzbekistan, the development of the Uzbek scientific language is not merely a linguistic task but a matter of national revival and scientific sovereignty. The ability of a language to serve as a medium of science determines its intellectual vitality and its nation's contribution to global knowledge production. Therefore, fostering the Uzbek language as a full-fledged medium of academic discourse represents both a cultural and strategic necessity for the country's modernisation and integration into the international scientific community.

Historically, the Uzbek language has functioned as a means of artistic and cultural expression rather than as a tool of scientific communication. During the Soviet period, most scientific and academic research was conducted in Russian, which led to the marginalisation of

Uzbek in academic settings (Mirziyoev, 2022). Nevertheless, many Uzbek scholars continued to uphold their linguistic identity by producing research in their native language, thereby laying the foundation for today's linguistic revival. In recent decades, the process of nation-building and language policy reforms have opened new opportunities for expanding the use of Uzbek in all fields of knowledge, including the natural, social, and humanitarian sciences.

The revival of the Uzbek scientific language requires an integrated approach that connects linguistic development with education, science, technology, and culture. The government has already recognised this need by adopting policies that aim to strengthen the position of Uzbek as the state language in all spheres, including academia (Alimjonov, n.d.). However, the challenges remain significant: insufficient terminology in specialised fields, limited academic publication in Uzbek, and a lack of unified methodological frameworks for writing and teaching in the national scientific language.

According to Hakimov (2024), the creation of an independent and authoritative Uzbek scientific language must rest upon several foundational principles: the scientific enrichment of vocabulary, the establishment of clear academic genres, and the cultivation of an intellectual environment where Uzbek is perceived as a natural medium for high-level scholarly thought. These principles underscore that linguistic progress cannot occur in isolation; rather, it must evolve alongside the development of critical thinking, education, and research culture within the nation.

In this context, the present study seeks to outline the main objectives and tasks necessary for the advancement of the Uzbek scientific language. It analyses the historical, social, and institutional factors influencing its development and provides recommendations for building a sustainable and internationally recognised academic language in Uzbekistan.

Methods. This study is based on an interdisciplinary and analytical approach that combines principles of linguistics, cultural studies, and educational methodology to assess the current and future development of the Uzbek scientific language. The research does not rely on empirical data collection but employs descriptive, comparative, and interpretive methods to identify the challenges and prospects associated with strengthening the status of Uzbek as a language of science.

The methodological framework is primarily qualitative, focusing on the conceptual and ideological aspects of language development. The author systematically analyses scholarly works, government policy documents, educational reforms, and public discourse on linguistic modernisation. This approach enables a comprehensive understanding of how language planning intersects with cultural identity, national consciousness, and scientific innovation.

A historical-comparative analysis is applied to evaluate the evolution of the Uzbek scientific language from the Soviet period to the present day. This includes examining how Russian dominated the academic sphere in the twentieth century and how contemporary language policy seeks to restore Uzbek's rightful place in scientific communication (Grigorenko, 2015). Additionally, a contextual method is employed to interpret the influence of social and institutional factors—such as education systems, research institutions, and mass media—on the perception and usage of the Uzbek academic language.

The study also draws upon discourse analysis to explore the ideological narratives surrounding linguistic development. This includes evaluating how the concepts of “Renaissance,” “national identity,” and “linguistic sovereignty” are represented in academic and political discussions (Hakimov, 2024). By integrating these diverse methodological perspectives, the research provides a holistic view of the cultural and intellectual dimensions of scientific language formation in Uzbekistan.

Ultimately, the methodological design aims to articulate a balanced model for developing the Uzbek scientific language that aligns with both global academic standards and national cultural values. This model serves as the basis for the analytical discussions and results presented in the following sections.

Results. The findings of this study demonstrate that the development of the Uzbek scientific language is a complex, multidimensional process that depends on linguistic, cultural, and institutional interaction. The results highlight that despite historical challenges, the Uzbek language possesses the structural richness and expressive capacity necessary to function as a full-fledged academic language.

1. Historical and Structural Readiness of the Uzbek Language

The analysis reveals that Uzbek, as a Turkic language, has preserved a highly flexible morphological system and a diverse lexical foundation that allows for the creation of precise scientific terminology. Throughout history, Uzbek scholars have demonstrated a strong tradition of intellectual writing, from Alisher Navoi to modern academic figures, which forms a powerful linguistic and cultural foundation for contemporary scientific communication (Teleshevskaya, 2017).

Furthermore, the revival of the Uzbek academic language is not an isolated phenomenon but part of the broader process of **national intellectual reconstruction**. This process aligns with Uzbekistan's current “Third Renaissance” agenda, which places science, innovation, and education at the centre of societal development (Mirziyoev, 2022).

2. Institutional and Policy-Level Transformations

The results also indicate that significant progress has been made at the institutional level. Government initiatives have been implemented to promote the use of Uzbek in higher education and scientific publication. National conferences, academic journals, and university curricula increasingly integrate the state language as the medium of research and teaching. However, the analysis also shows that a lack of standardised terminology and insufficient academic resources in Uzbek remain major barriers to achieving linguistic equality with global languages of science (Alimjonov, n.d.).

Moreover, there is still an observable tendency among researchers to prioritise foreign languages, particularly English and Russian, when publishing academic works. While international collaboration is essential, such linguistic dependency can slow the internal development of native academic discourse. Therefore, the results suggest that a bilingual yet Uzbek-dominant model should be encouraged — one that values Uzbek as the primary vehicle of thought and scientific reasoning, complemented by multilingual competencies for global communication.

3. Educational and Cultural Outcomes

A crucial outcome of this study is the recognition that the advancement of the Uzbek scientific language begins within the education system. The integration of scientific terminology and analytical writing in Uzbek into school and university curricula will gradually normalise the language as an instrument of intellectual activity. Educational materials must be revised to include examples and discussions in Uzbek, enabling students to think critically in their mother tongue.

The results further show that public attitudes toward the Uzbek scientific language are becoming increasingly positive. There is a growing awareness that linguistic independence equals cognitive independence — a condition necessary for the creation of a self-sufficient national science. As Khakimov (2024) asserts, “The elevation of the Uzbek scientific language is inseparable from the cultivation of scientific thinking and the moral responsibility of scholars.”

4. Conceptual Outcomes

Finally, the study concludes that the creation of a strong Uzbek scientific language requires the integration of four key factors:

Cultural motivation – fostering respect for native language and science from childhood;

Educational reform – revising curricula to develop academic literacy in Uzbek;

Media engagement – increasing the representation of scientific content in Uzbek mass media;

Creative encouragement – promoting scientific themes in literature, art, and cinema to inspire public interest.

These findings collectively indicate that the Uzbek scientific language is capable of becoming a full and vibrant medium of modern knowledge, provided that academic, cultural, and institutional efforts are coordinated.

Discussion. The findings of this study reveal that the development of the Uzbek scientific language is both a linguistic and a socio-political process shaped by historical legacy, national identity, and global academic demands. The coexistence of Uzbek, Russian, and English in scientific communication reflects not linguistic confusion, but rather a transitional stage of intellectual bilingualism that characterises post-Soviet societies striving for cultural autonomy.

From a theoretical standpoint, the results correspond with Fishman's (1972) concept of language planning, which highlights the interdependence between linguistic development and national modernisation. In Uzbekistan's case, the revitalisation of the scientific language functions as an instrument of intellectual emancipation — a means of asserting national presence in global academia while preserving cultural authenticity. The process aligns with Bourdieu's (1991) idea of linguistic capital, where mastery of the national scientific language becomes a form of symbolic power, representing authority, legitimacy, and identity within the scholarly community.

Furthermore, the persistence of bilingual or multilingual practices in academic writing and communication demonstrates what Blommaert (2010) defines as “superdiversity,” a phenomenon in which linguistic hybridity becomes a resource for flexibility rather than a marker of deficiency. In this context, Uzbek scholars' ability to navigate between Uzbek and English enhances their participation in international knowledge exchange while maintaining local relevance. Thus, linguistic hybridity can be regarded not as an obstacle but as a creative mechanism for expanding the expressive capacity of the national language.

The discussion also underscores the ideological dimension of terminology development. The creation of new scientific lexicons in Uzbek signifies more than linguistic innovation; it symbolises the intellectual independence of a post-colonial nation. However, as Spolsky (2004) suggests, successful language policy requires institutional support, consistent implementation, and societal acceptance. Therefore, while terminology reforms are ongoing, the sustainability of linguistic modernisation depends on the continuous collaboration between scholars, educators, and policymakers.

Finally, the study interprets the current linguistic transformation as part of a broader “national renaissance” — a renewal of scientific and cultural confidence that echoes similar

movements in other post-imperial contexts. The evolution of the Uzbek scientific language thus represents not only a practical effort to enhance academic communication but also a symbolic project of intellectual sovereignty. This dual function — pragmatic and ideological — positions language as both a medium of knowledge and a marker of national self-definition.

Conclusion. The study concludes that the development of the Uzbek scientific language is not solely a linguistic matter but a multidimensional process intertwined with ideology, education, and national identity. The analysis reveals that the revitalisation of Uzbek in the scientific domain reflects a broader cultural and intellectual awakening in post-independence Uzbekistan. Language here functions as both a tool of knowledge creation and a symbol of national sovereignty.

The findings indicate that despite considerable achievements in promoting Uzbek as a language of science, several challenges remain. These include the lack of unified terminology, the dominance of Russian and English in certain academic disciplines, and the limited integration of Uzbek-language research into international databases. Nonetheless, the ongoing efforts by linguistic scholars, educators, and policymakers demonstrate a collective commitment to establishing Uzbek as a full-fledged language of modern science.

Importantly, the research underscores the need for a strategic and sustained approach to language planning. The experience of Uzbekistan shows that linguistic reform cannot succeed in isolation; it must be supported by consistent educational policy, terminological standardisation, and institutional recognition. Strengthening academic publishing in Uzbek and encouraging bilingual proficiency among researchers can create a bridge between local scholarship and the global academic community.

Ultimately, the evolution of the Uzbek scientific language symbolises a new phase of intellectual independence — one that embraces both national authenticity and international collaboration. By fostering linguistic diversity and scholarly innovation, Uzbekistan contributes to the global dialogue on how post-colonial nations can reclaim and modernise their scientific identities through language.

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