

Language Policy of the Soviet State and its Implementation in Uzbekistan (1918-1930s)

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Abstract: This article examines the approaches of Soviet leaders to the issue of the state language, the language policy of the Soviet state in the 1918-30s of the twentieth century, including the implementation of state policy on national languages in Uzbekistan. The content of decrees, resolutions and other legal documents of various levels adopted by the Communist Party and the Government of the Soviets on issues of equality of national languages, ensuring their development, office work in the state language, and indigenization of public administration is described. Also, the activities carried out in Uzbekistan on the basis of these official documents, the results achieved and changes in Soviet language policy are shown.

Keywords: language policy, state language, national languages, Russian language, Uzbek language, localization.

INTRODUCTION

Under the conditions of the Soviet system, the goal and purpose of official documents guaranteeing nations the self-determination of their destiny, the implementation of public administration on the basis of their rights and interests, the equality of nations and national languages and, in general, the development of all republics within the RSFSR on the basis of Lenin's democratic principles were actually not realized in life. In many cases, these measures were necessary in implementing the policies of the Bolshevik Party. It is necessary to study and evaluate the processes associated with the status of the state language of the local people, which arose as one of the legal rights of the indigenous people of Uzbekistan during this historical period, in order to learn lessons from history and overcome difficulties in transforming the Uzbek language into a full-fledged state language in conditions of independence.

METHODS

The methodological basis of the article is social constructivism in relation to language policy. Social constructivism provides a reasonable explanation for the deliberate efforts of the Soviets to implement language policy and the indigenization of public administration in the USSR in 1918-1938. This approach, together with a systemic and diachronic comparative analysis, makes it possible to clarify the direction, structure, resources and results of the language policy pursued in the Turkestan Autonomous Soviet Socialist Republic, and then in the Uzbek SSR.

Language policy means, first of all, measures taken by the state to influence the development of the national language.

Language policy was a carrier of Bolshevistic ideas and the most important part of the Soviet national project as a means of influencing a multinational society. Under the term "Language policy" "measures taken by the state, party, class, social group, which are part of the general policy and are consistent with their goals, to change or maintain the existing functional distribution of languages, to distinguish new language norms, or a set of activities to preserve the

existing language norms is understood" [1]. The language policy of the Soviet state, in fact, was the leading manifestation of national-cultural policy in the 20s and 30s of the last century in the USSR. "Indigenization" (was a personnel policy consisting of training, promotion and use of national personnel in national structures (especially from "titled nations") to work in state and public bodies, economic and cultural institutions [2].

This form of national policy of the leadership of the USSR was implemented in all Soviet national republics. Uzbekistan was no exception.

After the October Revolution of 1917, an attempt was made to implement a new language policy in Russia, which had no parallel in the world. The main principles of national and language policy were developed by the founder of the Soviet system, Lenin and were put into practice during the years of the formation of the new regime.

V. I. Lenin discussed the issue of language with Russian liberals and democrats and wrote as early as 1913 before the formation of the Soviet state: "Why is the "big" Russia... so backward, so diverse (Russia - T.T.) should slow down its development by maintaining a preference for one of the languages?... the needs of economic circulation itself determine the language of a certain country, which is useful for many ...". And then he emphasizes once again: "There are no unconditional privileges for any nation, any language" [3].

V. I. Lenin assessed the views of liberals that if Russia is a united and indivisible state, then it should have one national language, and this language must be Russian, as "reverse logic". In his article "Is a mandatory state language necessary?" he wrote, "The position of liberals is more "cultural and subtle". They are in favor of allowing the mother tongue in a certain area (for example, in lower school). However, at the same time, they support the mandatory state language. He quipped that this language is necessary for the interests of "culture", for the interests of "united and undivided" Russia, etc.) was likened to merchants who transfer.

Lenin, who was against the forced introduction of the Russian language among the peoples of Russia, at the same time emphasized that the economic and political development of the country would lead to the creation of conditions in which every citizen could "learn the great Russian language" [4].

How unusual and strange it may seem, the Bolsheviks led by Lenin, both before the revolution and in the 1920s, did not advance the idea of a single language "in a country where socialism has won" in any way. In addition, such "linguistic views" were considered a relic of the bourgeois empire and were harshly criticized by the ideologues of the world socialist worker and peasant revolution.

In one of the 1914 issues of the newspaper "Proletarskaya Pravda", the genius of the people wrote that in the future, none of the Bolsheviks would "drive the people into the socialist paradise" that is, they would not force anything on anyone. This was directly related to the issue of the "one great Russian language" for all the peoples of the Soviet Union in the future.

In fairness, it should be said that thanks to the policy based on these ideas, certain conditions were created for the development of national languages in the first decade of Soviet power. After the revolution, during the formation of the Soviet government, the People's Commissariat of Nations was created under the leadership of Stalin. The "Declaration of the Rights of the Russian Peoples" of November 15, 1917 declares the mutual equality of nations. Decree No. 2 of the All-Russian Central Executive Committee and the Council of People's Commissars of February 15, 1918 decided on the use of all local languages in all instances of judicial proceedings [5]. Even during the difficult years of the civil war, the People's Commissariat of Russia announced the decision "On the school of small nations" on November 31, 1918.

RESULTS

In the Turkestan Autonomous Soviet Socialist Republic (TASSR) within the RSFSR, from 2006, intensive work was carried out on the issue of national languages. Lenin is his 1919 letter to

"Comrade Communists of Turkestan", wrote "The attitude of the Shura Workers' and Peasants' Republic towards the weak, hitherto oppressed peoples will be of practical importance for all the colonies of Asia and the world, for millions of people... The establishment of correct relations with the peoples of Turkestan now, without exaggeration, has enormous, one might say, world-historical significance for RSFSR".

The newly established Shura system "up until now oppressed peoples" "have achieved freedom colonial countries", including "in order to establish proper relations with the people of Turkestan", in order to attract (bring closer) millions of people to the national issue and language policy, the councils had to make the above decisions and decrees and hold events.

I.V.Stalin, another genius of the Soviets who soon replaced Lenin, has always attached great importance to the issue of Turkestan, which was clearly reflected in his speeches. He wrote: "The task is to turn Turkestan into a model republic, an advanced post that will revolutionize the East." That is why it is necessary to focus all attention on Turkestan in the sense of raising the cultural level of the people, nationalizing the state apparatus, etc. We have to fulfill this task no matter what happens, without sparing, even if we make sacrifices [7].

It seems that in order to turn Central Asia into a model republic ("the leading post of the Eastern revolution"), the task of complete nationalization of the state apparatus has been set.

In the period after the October changes, one of the priority tasks for the Soviet state was the elimination of illiteracy and the training of national personnel for various fields of activity, therefore, many key party and government documents were developed and published. It can be said that they gave impetus to the cultural revolution. Among these documents, the major and first place takes, the Decree "On ending illiteracy among the population of the RSFSR" (December 26, 1919).

It is known from the published documents and the actions taken on their execution that despite the revolutionary events, civil war, administrative-territorial changes, the country's party-state bodies paid great attention to the development of school education, ending illiteracy, training personnel, expanding school education, publishing, and organizing political and educational work among the population. In the 1918s, along with the Russian language, national languages were also legally strengthened as the state language of the autonomous republic. The Soviet government declared the equality of languages, the right to study in one's mother tongue at school. In general, there have been positive developments in the direction of education of their people.

This liberal policy in language and culture was not the ultimate goal of the Soviet government. On the one hand, it had to ensure the stability of the multi-ethnic state; on the other hand, it served as a kind of advertisement intended for foreign countries, which, according to the strategic plans of the Bolsheviks, should be involved in the worldwide revolution of socialism. In addition, both schools and native-language publications were supposed to spread communist ideology among non-Russian peoples.

If we pay attention to the use of national languages in the construction of the state and society in the Uzbek SSR, we can see that there have been changes in this regard in the first years. In particular, after the establishment of TASSR, the Communist Party and the Soviet government adopted a number of official documents on the restoration of the rights of local languages in this country and their practical application. The first of these is 1918 year 9 Order No. 30 of the Central Executive Committee of the Republic of Turkestan on the state language in the country, announced in August [8]. According to this order, MIQ and HCSC approve the decree and regulation on the state language [9].

In this order, signed by the Chairman of the Central Committee Inoghomov and the co-chairman, it is indicated to immediately prepare the ground for the implementation of the decree on the state language by adopting the statute on the state language in the Republic. The decree envisages that "the recognition of the state language, which is the main Turkish language, which

is different in all dialects and is more understandable for all the Turkic peoples of Turkestan, can harmonize the interests of the entire population."

The following main cases are defined in the "Regulation on the Administration of the State Language":

1. Along with the Russian language, the Turkish language is the language of legislation and official relations of the local population with the worker-peasant government of the Republic of Turkestan.
2. The local population uses the language of the main part of the population of each region (the language of the majority of the population - T.T.) in matters related to small territorial units - volosts, districts, cities, and in official relations with authorities.
3. Communications of "uezd" bodies with regional bodies and the Center are carried out in parallel in two languages - Russian and Turkish [10].

This nine-point regulation defines the application of citizens to higher state institutions in their native languages, the language of instruction in public education institutions, the procedures for teaching both languages as a subject, and other circumstances.

Russia (Bolsheviks) defined the main tasks of the party aimed at eliminating the real national inequality of the people of the country. In particular, a) strengthening of the Soviet statehood in forms that correspond to the national and living conditions of the peoples; b) development and strengthening of courts, administrations, economic management bodies, and authorities operating in their native language, composed of local people who know the life and psychology of the local population well; v) development of press, school, theater, club work, cultural and educational institutions in general in their native language; d) to accelerate the organization and development of a wide network of courses and schools related to general education and vocational training in the mother tongue (primarily for Kyrgyz, Bashkirs, Turkmen, Uzbeks, Tajiks, Azerbaijanis, Tatars, Dagestanis), in all spheres of government, first primarily, training of local personnel consisting of qualified workers in the field of education and Soviet party workers [11].

Colonialism and nationalism were sharply condemned in the decision of RKP (b) X "syezd" on the national issue. It was emphasized that nations and races have equal rights in all spheres of state building, and their right to free development should be ensured. However, the main tasks set by the Bolshevik Party were not fulfilled, and the realistic approaches discussed in it were not implemented in life. The Bolsheviks themselves pursued a two-sided policy on the national issue, mainly protecting the interests of the Center [12].

One of the important documents of that time is that 1923 year 29 in August, the 130th decision of MIQ and ISS was announced. According to him, all decrees and decisions will be in Russian, Uzbek, Turkmen and Kyrgyz (Kazakh - T.T.) was stipulated to be issued in languages. Also, with the publication of this decision, it was determined that all Volost Executive Committees should carry out all letters, proceedings and correspondence with higher and lower bodies only in local languages. The central and regional authorities were obliged to start the transfer of proceedings to local languages immediately after the issuance of this decision in the central institutions and within 3 months in the regional institutions.

Localization of the late state apparatus in all dependent subjects of the Soviet country, for example, The policy of "Ukrainization" was carried out in Ukraine, "Belarusization" in Belarus, "Kazakhization" in Kazakhstan, "Georgization" in Georgia, and "Uzbekization" in Uzbekistan. Small nations were not left out of this process. At first glance, this policy, which seemed to serve the national interests of the peoples, such as conducting administrative work in the language of the indigenous people, training local personnel and promoting them to high positions, was actually used to strengthen the Soviet power. Because it was difficult for the leadership of the Shura to direct the development of local events in the direction it needed without turning the local population, especially the management personnel, to its side.

Despite the Bolsheviks' negative attitude towards the "unified state language", they published their first decrees and laws in Russian. Thus, the 1924 Constitution of the USSR clearly defined several "equal" working languages at the same time. Article 34 of the main document states: "Decrees and resolutions of the Central Executive Committee of the Union of Soviet Socialist Republics, its Presidium and the Council of People's Commissars are published in the languages widely spoken in the Union republics (Russian, Ukrainian, Belarusian, Georgian, Armenian, Turkish-Tatar)" [13].

The general designation of "Turk-Tatar" has become vague compared to the other five languages that are clearly indicated. It is difficult to determine which of the Turkic languages Uzbek, Kazakh, Turkmen, Tatar, Bashkir, Crimean Tatar, and Azerbaijani were meant. At that time, such "linguistic equality" of the largest nations living in the territory of the Soviet Union lasted only 14 years - until 1938.

In the Uzbek SSR, the "localization" of the state apparatus consisted of the widespread involvement of representatives of local nationalities in the state, public and economic apparatus, and the introduction of the Uzbek language and other local languages in business operations. Resolution No. 48 of the Revolutionary Committee of the Uzbek SSR was adopted on December 31, 1924, on the transfer of proceedings in the organizations to the language of representatives of local nationalities, and the special commission under the SSR was named the Commission for Indigenization of the State Apparatus under the Revolutionary Committee of Uzbekistan [14].

In connection with the transfer of the Uzbek language from the Arabic alphabet to the Latin alphabet, the process of "Uzbekization" accelerated. On February 18, 1928, the Central Executive Committee of the Soviets of the Uzbek SSR and the Council of People's Commissars of the Uzbek SSR adopted the joint decision No. 20 "On the Uzbekization of the state apparatus". From this decision, important issues such as conducting work in Uzbek and Russian languages in parallel in all aspects of state administration, opening circles for European employees to learn Uzbek, and training workers from the local population [15] were included.

On October 18, 1928, the decision "On compulsory learning of the Uzbek language by workers and employees of institutions, enterprises, organizations of the Uzbek SSR" was adopted [16]. In the decision, compulsory learning of the Uzbek language for Russian-speaking employees serving in higher state bodies, administrative offices, commissariats, central, district and city institutions and organizations was determined in three steps. Also, in this decision, starting from October 1, 1929, the suspension of employment of persons who do not know the Uzbek language (except those with special qualifications) was noted.

Despite the fact that Russian-speaking employees should learn Uzbek, it did not pay off in practice. The introduction of Uzbek as a state language in finance, banking, taxation, statistics, railways, state control bodies and other important sectors remained unsatisfactory.

It is worth noting that the report of the government of the USSR on "Uzbekization" of the state apparatus, involvement of workers in production, training and retraining of personnel in the USSR was heard in the Central Executive Committee of the USSR, and decisions were made in this regard. In it, the deadline for the Uzbekization of the entire state apparatus and administration in the UZSSR was set as 1933 [17].

But over time, it was Stalin who realized the main thing for the Soviet state - the role of the Russian language in building the state, the need to centralize the language.

In 1918, People's Commissar of National Affairs I.V. Stalin, not deviating from Lenin's views, said: "There is no mandatory "state" language - neither in court proceedings, nor in school. Each region chooses the language or languages appropriate to the composition of the population of that region, and full equality of minority and majority languages is observed in all social and political institutions." Twenty years later, as the General Secretary, he adopted the decision of the Central Committee of the Communist Party of the Bolsheviks and the Council of People's Commissars of March 13, 1938 "On compulsory study of the Russian language in schools of

national republics and regions". In this decision, the need to teach the Russian language in the schools of the national republics and regions was explained as follows: "... in the conditions of the USSR, a multinational state, knowledge of the Russian language is a powerful means of communication and dialogue between the peoples of the USSR, and should serve their economic and cultural development" [19].

The system of teaching in national languages, which began to have a certain effect, was changed in the second half of the 1930s. V. M. Alpatov rightly points out: "The course of the first two decades after the revolution aimed at satisfying the need for individuality of all peoples, despite all its attractiveness and humanity, was contrary to the objective situation. The need for mutual understanding was fundamental and important for the state of development of the USSR at that time" [18]. In the USSR, the main language of international communication was Russian. However, the country's leadership did not go the way of admitting its mistakes regarding the goals and methods of indigenization, but instead called national schools "national-bourgeoisie influencing children". announced that it was the center and thus tried to reduce education in mother tongue as much as possible.

The most important means and sphere of support for a particular language was the educational system, and how effectively teaching in this language was conducted (established) and mandatory teaching in this language within school and university programs played an extremely important role. In the late 1930s, a course of Russification of educational institutions was conducted, in connection with this, the Council of People's Commissars made a decision to gradually transfer education to the Russian language. According to it, the Russian language became mandatory for study in all subjects of the union - national republics, regions and regions. Many historians consider this decision to be the end of internal party debates on the question of whether it is more important to create a single socialist state with a common language of communication for all the national structures within one country.

In the 1930s, the struggle against "great state chauvinism" was replaced by the struggle against "bourgeois nationalism". Mass arrests of representatives of national culture in the Union republics began. For example, "national democrats" in Ukraine, Belarus, "pan-Turkists", "pan-Islamists" etc. in the countries of Central Asia and the Caucasus.

Thus, from the second half of the 30s of the last century, a turning point occurred in the language policy of the USSR. I. V. Stalin now chose the course of rapid Russification. Although the official slogans of linguistic equality did not change, it was largely a return to the policy of tsarism. For the languages of the peoples of the USSR, the Latin alphabet was replaced by the Cyrillic alphabet, and a number of languages lost their written languages. However, the inertia of the previous policy was partially preserved, especially in the 40s and 50s [20].

It can be shown that the periodicity of the current language policy in the 1920s and 1930s consisted of several stages. The first stage, which lasted until the end of the 20s, is characterized by pluralism in approaches, the desire to realize the existing needs and resources of the nations, and the desire to develop the literary languages of major nations. The second phase, which began simultaneously with the first five-year plan, is associated with the development of language construction processes, characterized by the centralization of language planning activities and the active creation of literary language forms for peoples without writing, as well as the transition to the Latin alphabet. All this should contribute to the development of the socialist society. After 30 years, the third period of language policy began with the spread of the Russian language among nations in the USSR, the transfer of national languages to the Cyrillic script, and the strengthening of the general influence of the Russian language on vocabulary and terminology, as well as on the sphere of social activity.

CONCLUSION

The conclusion is that from 1917 to the mid-1930s, the party and the state pursued a policy of favoring the indigenous peoples in the national issue and related affairs. This period, considered

as "pluralism or linguistic federalism", is characterized by the fact that the government officially announced the direction of development and support of non-Russian languages. Decrees, decisions and other legal documents of various levels adopted by the Communist Party and the government of the Soviets during these periods on the issues of equal rights of national languages and ensuring their continuous development, localization of state and community management were not implemented in practice. The situation gradually changed, the party monopoly was established. In 1938, the Russian language was declared a compulsory language of study in the country. The policy of Russification in the country of the Soviets only intensified after that. This situation caused negative consequences and a number of problems related to the future fate of national languages, including the Uzbek language.

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