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## Socio-Political, Economic, Demographic Situation and Use of the Turkman Language in Karakalpakstan

*Babaeva Maya Amangeldievna*

*Teacher of Turkmen language and literature at  
Nukus State Pedagogical Institute named after Ajiniyaz, Nukus, Karakalpakstan*

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### ANNOTATION

The article provides information on the language of Turkmen living in the Republic of Karakalpakstan, schools where Turkmen is being taught, the use of this language in the field of education and textbooks in Turkmen.

**KEYWORDS:** Turkmen language, national cultural center, linguistic feature, use of Turkmen language.

### 1. Introduction

The Republic of Karakalpakstan is one of the regions of the Republic of Uzbekistan, which is distinguished by its socio-political, economic, administrative-territorial, state structure, geographical location, and demographic characteristics and has its own special position and status.

"It is considered a sovereign (independent) republic within the Republic of Uzbekistan, and its sovereignty is protected by the Republic of Uzbekistan" (The Constitution ... 2014. P. 1).

The Republic of Karakalpakstan is located in the northwest of the Republic of Uzbekistan; its total land area is 166.6 thousand km, which makes up 37% of the territory of Uzbekistan. According to the statistics of January 1, 2022, its population is 1,948,496; the average population density is 11.2 people per 1 km<sup>2</sup>. The territory of Karakalpakstan consists of 16 districts (Amudarya, Beruniy, Bozatov, Ellikkala, Tortkol, Karauzak, Kegayli, Takhtakopir, Chimboy, Khojayli, Khanlikul, Shumanoi, Kunghurot, Moynoq, Nukus, and Takhiatosh), 12 cities, and 16 urban-type towns. The Republic of Karakalpakstan is bordered on the north, north-west, west, and east by Mangistau, Oktuba, and Kizilorda regions of the Republic of Kazakhstan; on the south and west by Navoi, Bukhara, and Khorezm regions of the Republic of Uzbekistan; and Tash-Khovuz and Balkan regions of the Republic of Turkmenistan. The borders of the republic are based on the national demarcation system of the Central Asian republics held in 1925 (Umarov, 2014. P. 7).

### 2. Materials and Methods

Sociolinguistics also considers each region as a socio-territorial community, and the language life of the country is formed from the set of language lives and processes of the regions. Therefore, the language

processes and situations occurring in each region are caused by certain historical events and the consequences of the state language policy. For this reason, the study of language situations in the regions helps to know the secrets of the language life of the society and to predict the future development of the evolution of languages.

Sociolinguistic processes, such as the use of the state language in society, its implementation in social spheres, are determined by the language situations in the regions. In this case, it is necessary not to separate the specific from the general, the part from the whole, and not to forget that the language life of the whole society depends on the level of functioning languages in the regions. The fate of languages in Karakalpakstan depends on the language process taking place in the whole country, and the fate of languages in this region depends on the state policy and fate of languages in the Republic of Uzbekistan. Therefore, the language issue of the whole country is related to the life of regional languages; their evolutionary development affects the development of state languages in the country, which helps the country to conduct its language policy consciously and fairly.

Taking these aspects into account, sociolinguistics promotes the issue of studying the functional language in each region, the entire country, and state policy on language based on a complex sociolinguistic model. As with the linguistic life of an entire country, the language policy of the state is created and formed by the language situation in its territories.

The Turkmen language is the mother tongue of Turkmen living in Karakalpakstan. The people speaking Turkmen have been living and developing economic, political, linguistic, and psychological relationships with other peoples of Karakalpakstan since ancient times. The Turkmen make up 5.3% of the total population of Karakalpakstan. Their number is increasing year by year. According to N. Seytimbetova, 88864 people lived in Karakalpakstan in 2012, 90655 people in 2013, 92533 people in 2014, 94490 people in 2015, 96264 people in 2016, and 98115 people in 2017 (Seytimbetova, 2021. P. 63). The following list indicates the number of Turkmen people living in the southern districts of Karakalpakstan: 50,971 people live in Tortkol, 13,946 people live in Beruniy, 10,467 people live in Ellikkala, and 3,565 people live in Amudarya. In the northern districts of the republic, there are 4,333 people in Shumanoy from the northern districts, 231 in Kungiro, 5,035 in Tahyatosh, 9,042 in Khojaly, 2,944 in Nukus, 22 in Karauzak, 8 in Kegeyli, 244 in Khanlikul, 51 in Moynok, 16 in Nukus district, 14 in Takhtakopir, and 75 in Chimboy. According to statistics of January 1, 2022, there are 105,267 Turkmen people in the republic, including in the southern districts: 53,607 in Tortkol, 14,646 in Beruniy, 11,082 in Ellikkala, 3,751 in Amudarya, and in the northern districts 4,478 in Shumanoy, 267 in Kunghurot, 5,573 in Takhyatash, 9228 in Khoheyli, 1994 in Nukus city, 24 in Karauzak, 9 in Kegeyli, 263 in Khanlikul, 54 in Moynok, 20 in Nukus district, 14 in Takhtakopir, and 69 in Chimboy (Data from ... ).

It can be seen that the Turkmen population increased by 5,303 people in the next three years. The population has increased in all districts except for Chimboy, where there were 75 Turkmen in 2019 and 69 in 2022. It can be caused by the migration process.

Tortkul is the most densely populated district of the Turkmen people. The number of Turkmen in this area has increased to 26,366 in three years. The number increased by 700 in the Beruni district in three years. the next largest population of Turkmen people live in Ellikkala, Khojayli, Takhyatosh, Shumanoi, and Amudaryo districts of the republic.

It means that Bozatov (8), Kegeyli (9), Takhtakopir (14), Nukus (20), Karaozak (24), Moynaq (54) and Chimboy (69) districts are the least populated districts of Turkmenistan.

The number of Turkmens in Karakalpakstan could be even higher. After the independence, in connection with the revision of the borders between Uzbekistan and Turkmenistan, a certain amount of the territory in the districts of Amudarya, Takhyatash, and Shumanoi belonged to Turkmenistan. Turkmens made up the majority of the population in these regions. In particular, a large part of the territory of Shumanoi district was agreed to belong to Turkmenistan.

If we pay attention to the settlement of the Turkmen population in Karakalpakstan, we can see that they are mostly located in the districts bordering Turkmenistan. There are few of them in districts far from the border. This can be seen from the statistics above.

"In Karakalpakstan, the Turkmen language exists and is preserved in two ways, namely as: (a) a written literary language; (b) a dialectal language.

The written form of the Turkmen language is used in teaching and learning. It is not used as an official language in other areas. As the language of the Turkmen in Karakalpakstan is far from its source—the Turkmen literary language and dialects—its level of application is extremely limited in the area, says linguist G. Kurbaniyazov (Kurbaniyazov, 2021.p. 98). Of course, we agree with this opinion. The Turkmen language is not used as an official language in the republic.

On April 9, 1993, the new Constitution of the Republic of Karakalpakstan was adopted, and in it, the Uzbek language was designated as the state language along with the Karakalpak language (The Constitution ... 2014. P. 4).

Article 6 of the Law of the Republic of Karakalpakstan "On the State Language" states that "Persons living in the Republic of Karakalpakstan have the right to freely choose the language of education. "The Republic of Karakalpakstan provides general, technical, secondary, and higher education in the state language as well as in other languages" (The Regulation ... 2016. P. 5). It is specified in the normative documents that education is carried out in public and vocational-technical schools, secondary-specialized institutions, and higher educational institutions in the languages of the densely populated living nations and peoples. Taking into account the demands of the population and the availability of practical conditions, one or more schools or classes and educational groups for the national minority are established within each city, town, village, and other populated areas. Education is provided in this national minority language in such schools, as much as possible in all academic subjects or in some of them the classes and educational groups.

The Turkmen language is one of the five languages used in the field of education. It has been noted by G. Kurbaniyazov correctly The number of students in schools or classes taught in Turkmen is increasing year by year. Twenty schools provide education in Turkmen in the Tortkol district. Turkmen classes were held in mixed-language schools in densely populated Turkmen areas such as Beruniy, Ellikkala, Amudaryo, Takhyatosh, Khojayli, and Shumanoi. 10,037 students received education and training in the Turkmen language, which made up 3.1% of the total number of students in the 2019–2020 academic year.

The following table illustrates the data about the pupils educated in Turkmen during the 2020-2021 and 2021-2022 academic years:

Table 1

№	The names of Districts	Academic Year 2020-2021	Academic Year 2021-2022
1.	Turtkul	7750	7800
2.	Beruniy	287	316
3.	Ellikkala	212	177
4.	Amudarya	136	144
5.	Takhiatash	1466	1441
6.	Khojeyli	131	109
7.	Shumanay	354	360
<b>Jami</b>		<b>10336</b>	<b>10347</b>

According to the data, students studying Turkmen make up three percent of the total number of students in the republic. The number of students in the 2020–2021 academic year has increased by 299 in comparison to the 2019–2020 academic year. On the contrary, the number of students decreased in Ellikkala, Takhiatosh, and Khojayli districts. The number of students in the 2021-2022 school year has increased by only 11 compared to the previous year. In this case, the population belonging to the Turkmen nation should have sent their children to other language schools according to their own preferences.

Also, Turkmen language classes were not organised for Turkmen children living in Qonlikol, Kungiro, Moynaq, Kegeyli, Chimboy, Shumanoy, Takhtakopir, Bozatov, Karaozak, Nukus districts, and in the city of Nukus. Turkmens in these areas also educate their children in schools of their choice.

The number of Turkmen students in the 2022-2023 school year, by region:

Table 2

№	Districts	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Total
1.	Nukus city												
2.	Amudarya district	17	13	14	7	8	12	19	13	11	15	13	<b>142</b>
3.	Beruniy district	27	28	14	25	34	21	21	24	38	43	24	<b>299</b>
4.	Buzatau district												
5.	Karauzak district												
6.	Khanlikul district												
7.	Kegeyli district												
8.	Kungurat												

	district												
9.	Moynok district												
10.	Nukus district												
11.	Takhiatash district	146	148	149	136	139	157	124	114	108	73	102	<b>1396</b>
12.	Takhtakupur district												
13.	Tortkul district	958	746	879	772	725	659	814	825	663	606	490	<b>8137</b>
14.	Khuzeyli district	0	8	0	8	11	0	0	7	7	0	7	<b>48</b>
15.	Chimboy district												
16.	Shumanay district	42	43	56	38	27	37	32	21	29	14	15	<b>354</b>
17.	Ellikkala district	11	0	14	17	22	12	24	39	12	32	0	<b>183</b>
<b>Total</b>		<b>1201</b>	<b>986</b>	<b>1126</b>	<b>1003</b>	<b>966</b>	<b>898</b>	<b>1034</b>	<b>1043</b>	<b>868</b>	<b>783</b>	<b>651</b>	<b>10559</b>

The table shows that the number of Turkmen students increased by 212 with in a school year. However, in some of the districts mentioned above, separate classes for Turkmen children have not been organized even in current school year.

There is no Turkmen group in special educational institutions - academic lyceums and vocational colleges. The representatives of the Turkmen nation receive education in other languages of their choice in special secondary educational establishments.

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Currently, there are 5 higher educational institutions in Karakalpakstan - Karakalpak State University named after Berdak, Nukus State Pedagogical Institute named after Ajinyoz, Karakalpakstan Medical Institute, Karakalpakstan Institute of Agriculture and Agro-Technology, Nukus Mining Institute under the Navoi State University of Mining and Technologies and five branches - Uzbekistan Culture and the Nukus branch of the art institute, the Nukus branch of the Muhammad al-Khorazmi TATU, the Nukus branch of the Uzbekistan State University of Physical Education and Sports, and the Nukus branch of the Uzbekistan State Conservatory are functioning in the republic. The number of students studying in these higher education institutions is also increasing year by year. In the 2021-2022 academic year, 343 bachelor and 4 master Turkmen students received education and training in the bachelor's degree of higher education institutions, while in the 2022-2023 academic year, 363 bachelor and 10 master Turkmen students received education and

training in the of higher education institutions. In previous years, the department of Turkmen language and literature was established only at Karakalpak State University. In the following years, several Turkmen groups were organised in Nukus State Pedagogical Institute, named after Ajinyoz, for the purpose of teaching students who received education in Turkmen in Karakalpakstan.

A Turkmen national-cultural centre was established in Karakalpakstan. "Representatives of the Turkmen nation living in the Republic of Karakalpakstan have united in the national-cultural centre on an ethnic and cultural basis and have been transmitting their unique national characteristics from generation to generation.

On December 26, 1999, the Turkmen National Cultural Centre of the Republic of Karakalpakstan was registered by the Ministry of Justice of the Republic of Karakalpakstan. The main goal of the Turkmen National-Cultural Centre is to carry out work aimed at preserving and developing Turkmen culture, language, traditions, literature, and rituals, and strengthening and developing friendly relations between peoples and nations" (Seytimbetova, 2021. P. 64).

There are reasons why the Turkmen national-cultural centre was established in Tortkul district. That is more than half of the 105,267 Turkmens living in the republic; 53,607 live in this district. Also, more than 20 schools for Turkmen children were opened in the same district. Branches of the centre were established in Ellikkala, Beruniy, and Khojayli districts, where relatively more Turkmens live.

On January 1, 2001, the newspaper "Aydyn Jol" of the National Cultural Centre began to be published. Since 2004, the newspaper has been published under the name "Mekan". The contents of the domestic and foreign policies of our country are delivered to the people in their native language through the pages of the newspaper. A special column is given to articles on social and political life, the moral values of our republic, historical topics, interethnic friendly relations, excerpts from artistic works, and suggestions and recommendations of the readers.

The Turkmen folk ensemble "Arzuv" (Dream), which is part of the National-Cultural Centre, performs a diverse repertoire and brings joy to the people of the multi-ethnic Republic. The repertoire of the ensemble includes not only Turkmen national songs, but also works of art from other neighbouring nations. There is a class of Turkmen national musicians in the art school of the Tortkul district of the Republic of Karakalpakstan, where more than twenty Turkmen children are studying.

Based on the Law "On Education" and the "National Personnel Training Programmes" of the Republic of Uzbekistan, the textbooks for the students studying Turkmen are written and published by the scientists and methodologists of Uzbekistan in Tashkent. The Turkmen students studying in Karakalpakstan also use these textbooks. The following table illustrates the names of authors and publication years of the textbooks for grades 1 to 11 in Turkmen:

**Table 3. The Textbooks in the Turkmen language**

<b>№</b>	<b>The name of the Textbook</b>	<b>Grade</b>	<b>Coauthors</b>	<b>Year of Publication</b>
1.	Ene dili(Mother Tongue)	1	G.Abdullayeva, G. Welbegov, K. Hallyyev	Tashkent - 2019
2.	Ene dili(Mother Tongue)	2	G.Abdullayeva, K. Hallyyev	Tashkent - 2018



3.	Ene dili(Mother Tongue)	3	O. A. Palwanova, A.J. Palwanova	Tashkent - 2018
4.	Ene dili(Mother Tongue)	4	A.Kadyrov, I.Arazov	Tashkent - 2020
5.	Türkmen dili (The Turkmen Language)	5	G. Soyunova, G.Nazarova, B.Muhammedova	Tashkent - 2020
6.	Türkmen dili(The Turkmen Language)	6	M. Hanmatov, A. Hanmatov, B. Bozlyyev, T. Bayjanov, G. Welbegov	Tashkent - 2017
7.	Türkmen dili (The Turkmen Language)	7	M.Hanmatov, A.Hanmatov, K.Razzakova, G.Soyunova	Tashkent - 2017
8.	Türkmen dili (The Turkmen Language)	8	H.Arazklycheva, G.Nazarova, D.Ashyrov	Tashkent - 2019
9.	Türkmen dili (The Turkmen Language)	9	I.Arazow, N.Latipov	Tashkent - 2014
10.	Türkmen dili (The Turkmen Language)	10	G. Nazarowa, H. Arazklycheva	Tashkent - 2017
11.	Türkmen dili (The Turkmen Language)	11	R. Klychev, M. Berdiyev	Tashkent - 2018

### 3. Conclusion

In conclusion, the linguistic characteristics of Turkmens in Karakalpakstan are also unique. They live in close relations with the Uzbek-speaking population in the southern districts and with the Karakalpak-speaking population in the northern districts the southern districts and with the Karakalpak-speaking population in the northern districts. The influence of these layers of the population is noticeable in their lives and languages. The features of diglossia and bilingualism in them require special research. Their distribution in the republic and the national ethnic composition are not the same. While only many representatives of this nation live in some districts (Tortkol, Beruni), a few Turkmens live in other districts. The study of linguistic units in their language from semantic, grammatical, linguocultural, ethnolinguistic, and other points of view will undoubtedly provide new materials for linguistics.

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