

Comparative Classification Russian And Uzbek Languages

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Annotation: The article examines the main features of the contrast of morphemic and word-formation systems of the Russian and Uzbek languages in the aspect of linguistic determinant, much attention is paid to the asymmetry of form and content in the expression of word-formation meanings, including through the system of word-formation categories

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The specificity of the modern social situation of Uzbekistan's development is characterized by the expansion of its contacts with other countries in the field of culture, art, science, education. It was education that at all times contributed to the preservation of the stability of society, modification of the forms and types of relationships between people, therefore, the Action Strategy for five priority areas of development of the Republic of Uzbekistan in 2017-2021 emphasizes the need for “a radical improvement in the quality of general secondary education, in-depth study of foreign languages ...” [Action strategy, clause 4.4].

As our President Sh.M. Mirziyoyev emphasizes, “the issue of educating comprehensively developed individuals worthy to continue the work of our great ancestors is very urgent for us. We have no right to forget that the intellectual and cultural potential of our people is truly invaluable wealth, and the upbringing of gifted, talented youth on this basis is of decisive importance. ”

The tendency towards stability, in our opinion, is manifested, first of all, in the national orientation of the methodology, one of the leading principles of which has always been and remains the principle of taking into account the students' native language. Back in the 17th century, the great Slavic teacher Jan Amos Komensky spoke about the need to rely on the native language when “studying any non-native language” .

Russian and Uzbek languages are genetically and typologically different. Distinctive features of these languages are explained by the specifics of their structure, and it is the comparative typological method of research that allows us to identify general and specific, typological convergence and divergence at different levels of the language, especially in syntax, since more general syntax are fixed in the categories of syntax. categories of thinking.

In modern Russian, there are prepositions that serve to connect words in a sentence and are service parts of speech, and in the Uzbek language there are no prepositions, but they are replaced by case endings or union words, for example, in Russian there are six cases that have their own personal

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prepositions (except for the nominative case), and case questions: Nominative who? what? - this case is a direct case and in a sentence is always the main member of the sentence - the subject. Despite the name SUBJECT, it has always been and remains the main member of the proposal, to which all other members of the proposal obey. For example, the long-awaited spring has come - here is a concrete fact for you, spring is the main member of the sentence, the subject of the feminine gender, singular, nominative and, accordingly, the long-awaited - the secondary member of the sentence, the definition of the feminine, singular, nominative, and finally, came - the main member of the sentence, the predicate is also feminine, singular, it is not surprising, the predicate, being the main member of the sentence, nevertheless obeys the subject. What I want to say by this is that among the main members of the proposals there is also the most important, that is, the dominant one, which is the SUBJECT.

Opposition (contrariness) is a relationship between concepts, each of which expresses the presence of any signs in objects, but these signs themselves are of the opposite nature. As you know, an essential feature of relations between opposite concepts is that, being mutually exclusive in content, they may not exhaust the scope of a generic concept. In other words, between opposite concepts there can be middle terms (one or more). For example, between the opposite concepts of "poor" and "rich" are the middle members of "poor", "well-off", "wealthy". Opposite and contradictory concepts correspond to opposite and contradictory antonyms in the language. At the same time, it should be emphasized that linguistic classifications are not reducible to logical ones: if in logic of two contradictory judgments one is true, and the other is false, then in language both antonyms have real existence in the semantic space of the language.

With a comparative classification of the parts of speech of the Uzbek and Russian languages, the following distinctive features can also be traced:

a) In the Uzbek language there is no category of gender inherent in the Russian language, and in Russian there is no category of belonging inherent in Uzbek.

b) In the Uzbek language there are no prepositions, and in Russian there are no postpositions. Uzbek postpositions, as a rule, are associated with the main word by means of adjoining, occupying a post position. And in Russian, "on demand" of prepositions, words take the desired case form. For example, words with prepositions from, from have the form of the genitive case; with the preposition k - the dative case, etc.

c) In the Uzbek language there is no category of the species, and in the Russian language there are no forms of positive or negative assessment of verbs.

d) In the Uzbek language there is no infinitive, and in Russian there is no language unit that has all the lexico-grammatical and functional properties of the action name.

e) The current grammar of the Uzbek language classifies taqlids (imitative words) as independent parts of speech, and in the Russian language there are no such views, since Russian onomatopoeia differ sharply from similar units of the Uzbek language.

f) Special groups of words (including words-sentences) of the Uzbek language are evaluated as intermediate parts of speech, due to their semantic, morphological and syntactic features, and are differentiated according to various groups.



So, all three of the above principles take place when classifying parts of speech in each language. Therefore, using the semantic principle, parts of speech in both languages are differentiated into: 1) units with lexical meaning and 2) units without lexical meaning. The morphological principle determines the mutability, immutability of word forms. And the syntactic principle of classification is based on such properties of parts of speech as the ability to combine with other lexical units, to perform a certain syntactic function.

The difference in the parts of speech of each of the two languages is clearly manifested in the morphological design of words, their use in word combinations, as well as in the order of words in the structure of the sentence. The problems concerning the classification of the parts of speech of the Uzbek language have not yet been fully resolved, and their study in synchronic, diachronic and comparative aspects awaits researchers.

In the Uzbek language there are many words borrowed from the Russian language and through Russian. In everyday Uzbek colloquial speech (especially in large cities), a large number of Russian words are used, for example: theater, station, ticket, coat, suit, telephone, light bulb, bus, cinema, bag, meter, kilo, canned food, gram, table, chair, cupboard, glass, jar, loaf of biscuits, tomato, chocolates, shop and many others. A lot of Russian words have entered into ordinary oral and written speech (desk, board, elastic band, map, pen, pen, ruler, compasses, arithmetic, geography, sports, football, volleyball, hall, buffet, briefcase, folder, etc.) ...

Thus, having considered the comparison of attributive constructions in the Russian and Uzbek languages in the formation of sociolinguistic competence, we came to the conclusion that when determining the connection within phrases and sentences with an attributive meaning in the Russian phrase and sentence, the connection occurs through coordination and management, and in the Uzbek language - by means of abutment and izafetny connection. Therefore, for the correct use of attributive relations in speech and in the formation of sociolinguistic competence, it is necessary to practice the use of attributive constructions in the speech of foreign-language (Turkic-speaking) students with a sufficient number of training and creative exercises.

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