

METHOD OF APPLYING COMPARATIVE RECEPTION FOR ANALYSIS OF EVERYDAY VOCABULARY FROM TEXT

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Annotation: The article analyzes the methodology for using the comparative technique as a way to expand interpretive capabilities when analyzing text for the study of everyday lexical words and their influence on the perception of Russian language phenomena by national and foreign students. The main task is also considered - increasing the level of use and comparison of communicative competence, the formation of stable skills and abilities that allow the correct use of everyday vocabulary in various communication situations, the formation of a culture of personal communication, which is one of the main tasks of education.

Key words: category of gender, cases, declension, everyday vocabulary, category of number, substantives and others.

The comparative and comparative method is a system of techniques for studying both related and differently structured languages in order to identify common and distinctive properties and features in them. The comparative and comparative method is a method of actively acquiring new knowledge, since in the learning process it requires serious work by students; promotes the development of attention, thinking and memory, plays a significant role in assimilation and memorization of material, increases interest in the subject [1].

When working with foreign students, it is useful to conduct a comparative analysis of grammar facts when studying individual topics. Let's compare with an example: the noun is translated into Uzbek - from so'z turkumi. A noun in Russian has a gender category. And in the Uzbek language there is no category of gender, so it is very difficult for students of the national audience to speak Russian correctly. In addition, in the Uzbek language there are no three declension of nouns. Unlike the Russian language, in the Uzbek language all words are declined according to cases, that is, they have the same case endings.

2. Experimental methods

Let's compare, i.e. decline the noun in Russian and in Uzbek.

I.p. book, aunt, table, student, museum, lake, sea, daughter, notebook.

R.p. books, aunts, tables, students, museums, lakes, seas, daughters, notebooks.

D.p. book, aunt, table, student, museum, lake, sea, daughter, notebook.

V.p. book, aunt, table, student, museum, lake, sea, daughter, notebook.

Tv.p. book, aunt, table, student, museum, lake, sea, daughter, notebook.

P.p. (About) a book, an aunt, a table, a student, a museum, a lake, a sea, a daughter, a mother.

Now I am pronouncing this word with translation in Uzbek language.

B.k. stol, o'kuvchi, muzey, kitob, xola, ko'l, dengiz.

K.k.stolNING, o'kuvchiNING, muzeyNING, kitobNING, xolaNING, ko'INING,
dengizNING

J.k. stolGA, o'kuvchiGA, muzeyGA, kitobGA, xolaGA, ko'lGA, dengizGA

T.k. stolni, o'kuvchini, muzeyni, kitobni, xolani, ko'lni, dengizni

U.p.k. stoldan, o'kuvchiDAn, muzeyDAn, kitobDAn, xolaDAn, ko'IDAn, dengizDAn

Ch.k.stolda, o'kuvchida, muzeyda, kitobda, xolada, ko'lda, dengizda.

Since there are no 1st, 2nd, 3rd declension in the Uzbek language, all words have, i.e., decline the same way. Comparing the facts of the Russian language with the facts of the Uzbek language is also necessary to eliminate the possibility of balancing the structure of the native language with a foreign one, when the study of the latter (foreign) has not yet reached automatic mastery.

Commenting on the problem of influence that arises when mastering Russian (foreign) languages is illuminated in the works of a number of researchers. L. Khanina calls this situation undesirable and believes that it is necessary to anticipate and assimilate it, given that every foreign language teacher faces this manifestation. Consideration of the problem of overcoming interlingual interference is an applied task of comparative linguistics, and the comparison method can be used to solve it [2].

When working with Uzbek and Tajik students, it is important to pay attention to the differences in the grammatical systems of the Russian and Uzbek languages. This will help avoid difficulties in teaching the Russian language to an Uzbek audience, as well as overcome the problem of interference errors in the speech of Uzbek students.

3. Development of oral speech skills

Let's look at a fragment of one of the lessons on the topic "Ways of expressing quantitative meaning in the Russian language." This material will be useful in classes with groups of Uzbek students, will allow you to discover common and different in the transfer of quantitative meaning in the Russian and Uzbek languages and will help to achieve maximum results in mastering the stated grammatical topic.

When communicating in any language, an important role is played by information about the number of people or objects related to the fact being reported: how many persons perform an action, how many objects this action extends to, etc. In the Russian language there are a number of ways to convey information about the number of objects.

The first way is to use the grammatical category of number (brother - brothers, in the house - in houses, in writing - in letters, etc.). Mastering this method is difficult for foreigners (especially Uzbeks, whose native language does not have such a category). The opposition of singularity/non-singularity covers the paradigms of all inflected words of the Russian language, with a huge variety of inflections, and in the Uzbek language only the ending is added to the plural-JIAP

The second method, compared to the first, allows you to provide more specific information about the number of non-single objects using quantitative noun phrases such as two brothers, three houses, two sisters, three students, etc. Mastering this method is also very difficult for Uzbeks due to complex syntactic relationships in these phrases, as well as the need to keep in memory the paradigms of the words included in them. Only nouns that name objects that can be counted can participate in phrases like two brothers. To indicate the quantity of other objects (for example,

substances), a third method is used - using instead of numeral substantives denoting a measure: kilogram of meat- бир (1) cilogramm go'sht

a glass of flour - бир (1) stakan un, a liter of milk - бир (1) litr sut, a spoonful of cream - бир (1) qoshiq qaymoq, etc.

The components of phrases in this method are connected by control: a syntactically dependent word has the form of a singular or plural genitive case. This type of connection does not exist in the Uzbek language.

The described method can be used for quantitative characteristics of single objects: three horses, a dozen spoons and others.

Since the possibility of an analogy with the Uzbek language in this area is indicated quite clearly, we will make a brief overview of those groups of substantives that indicate the number of objects (let's call these substantives quantitative determinants).

The first group among them consists of generally accepted (including in other languages) units of measurement: kilogram, liter, ton, etc.

For example: a meter of fabric - бир (1) meter gazmol, a kilogram of apples - бир (1) kilogram of olma, etc. Another group is their household replacements: a cup-cosa, a piela, a bucket-chelak, a pakir, a box-box, a bag -bag, mesh, etc. Wed.: pack of cigarettes - бир (1) pack of cigarettes, a handful of nuts - бир (1) sikim yongok, a pinch of salt - бир (1) chimdim tus, fly in the ointment - бир (1) biton asal, etc. The next group is substitutes for numerals: para-juft, troika - uchta, uchlik, hundred-yuzlab, ten-unlab, dozen, and so on. Wed: a dozen eggs - 10 talar tukhum, a pair of socks - juft paypok, a hundred rubles - 100 sum.

Another group is the names (including metaphorical ones) of various sets and aggregates: mass-massa, group-gurukh, crowd - olomon, company-rotta, gang-hooligan, heap-to'da, tuplam; flock - бир gurukh, a lot, stupid, there, gala; flock - poda, etc. For example: a detachment of geologists - geologlar guruhi, a flock of birds - kushlar uymasi, galasi, tamasi, a mountain of watermelons - tarvuzlar tog'i, a forest of hands.

A special group consists of quantitative determinants that are combined only with individual names of objects: a head of cabbage - karam boshi, a head of garlic - sarimsoq piyoz bo'lagi, boshi, a bunch of rowan - chetin shoxi, to'plami, a bunch of keys - kalitlar bog'lami, to'pi, etc.

The first way of expressing objective-quantitative values, which we outlined above, does not work in the Uzbek language. The second method is also not typical for this language. Therefore, during classes, the teacher should pay special attention to them and devote more time to practicing and consolidating the material.

And even under these conditions, comparative analysis requires a lot of time and effort. Very short texts (text fragments) of a scientific and informational nature are suitable for comparative analysis. The analysis of translations of literary works made by experienced professional translators is unkind. Such translations are aimed at expressing the author's style, his sense of beauty and sometimes do not correspond to the original text at all. It is inappropriate to analyze a translation that deviates significantly from the original text, because the abundance of transformations only confuses the novice translator. The analysis process is perfectly characterized by the term "reciprocal", i.e. the meanings of words are determined, then syntactic structures are determined, then words are specified, etc. until the meaning of the text unit being processed is clarified as much as possible. A typical difficulty is that in the translation text it is not possible to

find a unit of the same type that carries the meaning of the original unit. The reason may be the presence of several transformations at the same time, or the expression of meaning by other means, or simply the omission of meaning (the reason for this also needs to be determined). Assessing the results of using comparative analysis, we can say that this method develops the vision of the structures of the native language, the ability to convey meaning using these structures. A sense of style and consistency of presentation is developed, as well as the ability to see the complex structures of the original language (especially the “divided” predicate, attributive groups, etc.). Comparative analysis also develops vocabulary, especially in terms of shades of meaning of words and phrases, develops analytical skills, patience, and consolidates translation techniques and strategies in memory. In a word, comparative analysis is like a professional camera: it’s difficult to understand the mechanism, but the result obtained is truly impressive. Comparison is an intellectual procedure that includes critical thinking, forcing one to distinguish two objects according to many parameters. That is why comparison is actively used both as a test in psychology and psychiatry, and as a teaching tool. When studying the semantics and stylistics of a text, the following types can be compared. To compare the original and the translation, knowledge of the language in which the primary text was created is required. For students and students studying any foreign language deeply, such a task will be a means of actualizing attention to subtle shades of semantics and grammar. For those whose knowledge is insufficient, L.V. Shcherba proposed another option a hundred years ago: you can compare the interlinear translation and the translation. Of course, something will be missed, but there will still be enough material for conclusions to draw attention to the significant nuances of the meanings of the works.

4. Activity monitoring

Comparison at the topic and concept level. Any phenomenon shown in comparison is perceived as more complex, appears in different facets, from different sides. The comparative technique is applicable to any texts, the analysis of which in comparison leads to an understanding of differences in views on universal human values and cultural concepts. Comparison of works - declarations of love, for example, Comparison at the level of form. Form is a broad concept that includes a wide range of external means of expressing content. Genre, composition, textual device (retrospectives, duality, etc.) - all these categories can become the basis for comparison. For example, one can compare works based on the travel model in order to see the universal and individual in its functioning.

Comparison of linguistic means. The comparison can be made at the level of any one language level or medium. A comparison of the description of a summer day by I. S. Turgenev in “Bezhin Meadow” and A. P. Chekhov in “The Steppe” allows us to see the palette of individual linguistic means at the level of vocabulary, morphology, and syntax of each author.

The comparative technique of text analysis, as practice has shown, actualizes the material and includes critical thinking in the student. Those texts that were examined in comparison caused great discussions; in them, future literature teachers found more details that might not have been noticed outside the analytical procedure of comparison.

5. Conclusion

And so, the method of using a comparative technique as a way to expand interpretive capabilities when analyzing a text has its own specifics depending on the factors: a) the nature of the audience (age, level of philological training, knowledge of other languages); b) the aspect of consideration

determined by the general goals of the scientific discipline and the specific topic of the lesson; c) the chosen type of comparative technique. All issues related to the typological heterogeneity of the comparison technique require further discussion and development.

A lesson using the technique under study requires selection of material - a difficult task, the solution of which would be simplified by the release of a manual with texts prepared for work on comparison.

Comparison as a methodological technique for text analysis is an effective way of updating for the interpreter the meanings expressed by certain linguistic means. When compared with similar but not identical entities, a semantic, linguistic fact receives motivation in the eyes of the researcher, determined by a number of subjective and objective factors of text formation. Observation of the effect of discovering the nuances of meaning revealed during comparison convinced of the effectiveness of the studied method of text analysis.

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