



## COMPERATIVE STUDY OF EDUCATION TERMS IN ENGLISH AND UZBEK LANGUAGES

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### **Annotation**

This article analyzes the comparative study of educational terms in English and Uzbek, the basis and development of motivation for further study of a foreign language, and some aspects of the comparative study of Uzbek with other languages.

**Keywords:** comperative study, a native language, pedagogical science, comparative approach, dominant language.

### **Introduction**

Uzbekistan seeks to enter the global educational space, in connection with which there is a need to modernize the education system. In this regard, the importance of comparative pedagogy is growing, the main subject of which is the study of the achievements and characteristics of the education system of different countries in order to adopt and apply them to improve their own experience. Despite the fact that comparative pedagogy is a relatively new area of pedagogical science, it is developing rapidly, playing an important role in shaping the global education system[2].

Thanks to comparative studies, compared countries have the opportunity to identify and address deficiencies in the studied areas. Orientation to world development trends and entry into the world educational space has led to special changes in the field of multilingual education.

### **Literature Analysis and Methodology**

The methodology of teaching the native language is one of the pedagogical sciences. And since it solves the practical problems of education, training and development of students, relying on theory, the methodology is called applied science. First of all, it is necessary to determine what is the subject of the methodology of teaching the Russian language and what are its tasks.

The subject of studying the methodology of the mother tongue is the process of mastering the mother tongue in a learning environment. The methodology of the native language is designed to study the patterns of formation of skills in the field of language, the assimilation of systematic scientific concepts in grammar and other





sections of the science of language. Based on these patterns, it is necessary to develop an optimal system of language teaching, which will equip the student with the necessary minimum skills, knowledge of the language.

The comparative approach to grammar began its development in 1940, when for the first time L.V. spoke about comparing the native language and a foreign language. Shcherba in his works. The approach discussed in this article is very important for the study of grammar in the middle stage of education, because it is at this age that the foundation and development of motivation for further study of a foreign language is laid. Only by comparing and contrasting languages can we understand the similarities and differences of languages[5-11]. For better memorization, teachers find more and more comparisons of their native and foreign languages[12].

The effectiveness of studying the native (Uzbek) language is determined in a comparative study with other languages. I would like to compare some points of the Uzbek and English languages. As highly developed teaching methods in foreign languages, there was no lack of knowledge of grammar and its role in understanding the language.

## Results

Grammar teaching is largely accompanied by its methods. In the field of foreign language teaching methodology, there are some features that need to be discussed. In English and Uzbek, grammar is diverse in the form of sentence structure. They belong to different language families. But their similarities and differences should be taken into account in order to achieve more effective results in the educational process[9].

English is the dominant language in the world. There is no way to delay the influence of this language on other languages. However, its grammatical structure is considered relatively comprehensive for all who want to learn.

Larsen-Freeman, as a modern linguist, creates a convincing theory of grammar, which should be assessed as a skill and not as a competence. The significant tendency of her presentation made many linguists think about this shift in emphasis, for example, from grammar to grammar[13].

Every English teacher should know that grammar is not only the ability to read, but the language itself According to Larsen: grammar can be a continuation of a creative instinct that works deeper than language. Thus, grammar is a natural component of the use of language, which makes you constantly reflect on the relationship between form and communicative purpose[6].

When a form is deemed inadequate, possibly due to a changing sociolinguistic environment, it can lead to a revision of the existing grammar repertoire. In her earlier





work, Larsen-Freeman argued that this process ultimately leads to diachronic changes, the rules are determined by use, and not vice versa.

## **Discussion**

The Uzbek language is different from English, they belong to different language families. In this case, they cannot be in the same position. Important imperatives, warnings or requests for conformity are delivered in Uzbek imperative verbs. When the speaker gives command to someone else, it is still aimed at the second person[8]. When using with -ing or -ang, added to the verb, it expresses a formal polite request form. For instance: Do not smoke! Чекманг!

Unlike English, there are no definite and vague articles in the Uzbek language. In Uzbek, when we know which object we are talking about, this particular object will receive a suffix –ni. Suffix – ni not used for the subject and cannot be combined with other endings of the case. The object (nouns or pronouns) answers the question kimni? (whom) or nimani? (what-nima). For example:

Formation of sentences with negation. Verb + minus + suffix reflecting personal pronoun. Finally, while studying a new method of teaching languages, I would like to share my thoughts on this subject. Two methods are now in use, so to speak: on the one hand, the sound method, on the other hand, the method of whole words, or the American method[7]. Each of these methods has its own natural scope.

The American method, as its name indicates, arose on the basis of the English language and arose due to the fact that the English language has historical spelling, one in which it is very difficult (if not impossible) to apply the sound method in its pure form[14]. There, indeed, the rules of correspondence between letters and sounds are extremely difficult, often elusive.

## **Conclusion**

In conclusion, at first they give the whole words, like some hieroglyphs. Then, on the basis of a sufficient supply of these whole words, in various ways, with different modifications, the children's brains are given different ways to arrange these relationships themselves.

The sound method, of course, is mainly adapted to phonetic spelling. Where spelling is phonetic, of course, the application of the sound method is natural, and it gives the best results.

The American method itself does not have any special secrets and advantages over the sound one, it just, as I said, is reasonably adapted, applied to the needs of the English





language and to all those languages that have a pronounced historical spelling, that is, one where pronunciation is not spelling.

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