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O'quv-uslubiy majmua Ingliz tili va adabiyoti kafedrasining 2023 yil \_\_\_\_dagi \_\_\_\_-sonli yig'ilishida muhokamadan o'tgan va fakultet kengashida ko'rib chiqish uchun tavsiya etilgan.

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## MUNDARIJA

№	MAVZULAR NOMI	SAHIFA
<b>1</b>	<b>O'QUV MATERIALLAR</b>	
	a) - Ma'ruza;	
	- reja;	
	- Tayanch so'z va iboralar;	
	- Asosiy matn.	
	b) – Seminar: - topshiriqlar variantlari; - keyslar to'plami; - horijiy va mahalliy adabiyotlar ro'yhati.	
<b>2</b>	<b>MUSTAQIL TA'LIM MASHG'ULOTLARI</b>	
<b>3</b>	<b>GLOSSARIY</b>	
<b>4</b>	<b>ILOVALAR:</b>	
	fan dasturi;	
	ishchi fan dasturi;	
	testlar;	
	<b>tarqatma materiallar;</b>	
	baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar;	
	o'quv-uslubiy majmualarini tayyorlash bo'yicha tavsiyalar	

# O'QUV MATERILLAR

## MA'RUZA

### Introduction to Comparative Linguistics

#### PLAN:

1. The main content of the discipline of comparative linguistics
2. Modern trends in comparative linguistics
3. Types of comparisons.

**Introduction to the discipline of Comparative Linguistics:** The main content of the discipline of comparative linguistics, as a branch of linguistics. Aim and objectives of teaching the discipline, its subject and object. General information on current issues of comparative linguistics. Modern trends



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in comparative linguistics. Interpretation of the basic terms used in comparative linguistics: linguistic-nolinguistic typology, types of comparisons: internal-external, substantial-non-substantial; Application of the principle of "form-meaning" and "meaning-form", the concept of type in language, the concept of metatyl and its role in the comparative study of languages, language universals and their manifestation in comparable languages, the concepts of isomorphism and allomorphism, in comparison synchronous and diachronic approach, etc.

#### Basic concepts:

The discipline of "Comparative Linguistics" for master's degree students is an integral part of the undergraduate course "Comparative typology of foreign languages and native languages studied" and is a logical continuation of it. The discipline of "Comparative Linguistics" serves to improve the communicative competence of masters in a foreign language, i.e. linguistic, sociolinguistic, national-cultural, strategic, social, educational and cognitive competencies.

#### The main aim of the discipline "Comparative Linguistics" is:

- To provide theoretical knowledge on modern trends in comparative linguistics and fundamental issues of the subject;
- Introduction to important theoretical work of world and Uzbek linguists in the field of comparative linguistics;
- Development of skills for independent research.

#### The main tasks of the discipline "Comparative Linguistics" are:

- Introduction to the scientific apparatus of comparative linguistics, its main directions and current problems;
- Teaching modern methods for conducting research on scientific problems;
- To deepen the theoretical knowledge of master's students in the field of language comparison and to identify similarities and differences in the structures of the compared languages;
- Critical evaluation of different concepts and their analysis on the basis of the material of the compared languages;
- To teach comparative-typological research in modern areas of linguistics.

The comparison of languages without historical development, in contrast to historical comparison, is called the comparison of related and unrelated languages. Comparative study observed the comparison of Greek and Latin languages in ancient times, Sanskrit in ancient India with Hindi of that period, lexical units of related and unrelated languages in the dictionaries of Mahmud Kashgari and Mahmud Zamakhshari in XI-XII centuries. In the seventeenth and eighteenth centuries, comparative linguistics developed as a result of the accumulation of information on related languages in Europe and other parts of the world. This, in turn, was the basis for the emergence of comparative historical linguistics.

Comparative-historical linguistics (comparative linguistics) is a discipline of linguistics that studies the patterns of evolution of linguistic material in the context of the historical divergence of linguistic systems.

The main categories of comparative historical linguistics are the material relationship of languages and the regular correspondences of forms of related languages. Languages derived from one ancestor language, which is called the proto-language or the base language, are considered to be related.

Comparative-historical linguistics is a field of linguistics, the object of which is related, i.e. genetically related languages. Confidentially in comparative historical linguistics, we are talking about establishing relationships between related languages and describing their evolution in time and space; comparative historical linguistics uses the comparative historical method as the main research tool; the most general form of research is comparative-historical grammars (including primarily phonetics) and etymological dictionaries (vocabulary). Comparative-historical linguistics is opposed to descriptive, or synchronic, linguistics, normative and general linguistics. At the same time, comparative-historical linguistics is associated with both descriptive linguistics and general linguistics in solving a number of issues.

### **The main sections of comparative studies**

In comparative historical linguistics, the sections related to general and private linguistics are conditionally distinguished. Sections of comparative-

historical linguistics that study language families, mainly Indo-European, Semitic-Hamitic (Afrasian) and some other, so-called "superfamilies" (Ural-Altai, etc.), problems of the relationship of little-studied languages (for example, African), common problems laws of convergence and divergence of languages traditionally belong to general linguistics. Sections of comparative studies studying specific groups of Indo-European languages (Slavic, Germanic, Romance) or individual families (Turkic, Mongolian) belong to private linguistics.

### **Linguistic relationship concept**

The relationship of languages is a fundamental concept of comparative historical linguistics. The proof of the kinship of languages is based on certain theoretical postulates: on the assumption of arbitrariness and grammatical motivation of a linguistic sign, on the concept of form as the ability of a language unit to decompose into basic and formal components that make up other linguistic units, on the concept of continuity of linguistic changes.

The arbitrariness of a language unit means that its phonetic and semantic components are fundamentally interdependent, that in a language any representation can be designated by any sound complex if it is organized in accordance with the principle of articulation, i.e. consists of a sequence of sounds reproduced by speech organs. The motivation of a linguistic unit means that each language captures a certain set of meanings, which it formalizes in the form of grammatical models, therefore, forms with a similar grammatical meaning receive a similar grammatical design characteristic of a given language. The morphological form means that classes of units united by common grammatical indicators are formed in the language system.

From these follows the independence of intersecting semantic, phonetic and grammatical series of words. If in several languages systematic correspondences and grammatical forms of words with similar meanings and regular sound correspondences of the phonetic composition of words of similar meaning are found, and formal indicators (for example, verb conjugation paradigms) also correspond to each other, then such languages cannot but be related.

On the basis of the postulate of the continuity of linguistic changes (the facts of preserving the old and the introduction of the new in the language appear to be continuous), reconstruction is carried out: external - based on the comparison of different languages and internal - based on the comparison of later and earlier forms of the same words in the monuments of one language ... Comparative-historical linguistics reconstructs the forms of the base languages of various levels (Proto-Slavic, Proto-Germanic, etc.) and the form of the common base language for the entire group of related languages. At the same time, the concepts of proto-language and language-base are theoretically divorced. Each language changes according to its own patterns. If, for example, it is established that in a certain language palatalization (softening) of consonants occurs in a certain position and that all sounds of a certain kind in a given position in a given language have

become palatalized (for example,  $k < s$ ), this does not mean that in another, even in a related language, a similar process took place.

### **The concept of etymology**

Given that every word in a language has its own history, the etymologist finds words in the vocabulary of the language that can be explained on the basis of the etymology. From this it is possible to draw, but beyond the limits of the comparative historical method, a conclusion about the ethnic identity of the ancient Indo-European communities of Europe.

As part of the Indo-European languages, groups of languages are distinguished that genetically go back to the common Indo-European proto-language, but of a closer relationship: Slavic, Baltic, Germanic, Celtic, Italic (Latin, Oscan, Umbrian, etc.) and derivatives from Latin Romance (Italian, French, Spanish and others), Albanian, Greek, Armenian, Indian (Sanskrit, Hindi, Urdu, etc.), Iranian (Persian, Pashto, Tajik, Ossetian, etc.), combined into Indo-Iranian languages, Tocharian, Anatolian (Hittite, Palai, Luwian, etc.).

In addition, monuments of a number of individual Indo-European languages or even groups were discovered, such as Illyrian languages, Phrygian, Lydian, Lycian, Macedonian, etc., represented for the most part by individual epigraphic monuments (inscriptions), the relation of which to one or another group is not always installed reliably.

Usually, the emergence of comparative-historical linguistics, primarily its core - comparative-historical grammar, is associated with the acquaintance of European linguists with Sanskrit at the end of the 18th century, underestimating the role of the general ideological and intellectual context, which took shape in the scientific-philosophical, literary-artistic and social life of Europe in the second half of the XVIII century. - the first decades of the 19th century. By this time, in the natural sciences (first of all), a large amount of concrete material had been accumulated, which gave rise to the first universal classifications and taxonomies, which opened up the possibility of considering the whole, determining the hierarchy of its parts and suggesting that it itself is the result of the action of certain general laws. This entire stage of work implied the essential role of empirical comparison of facts and inevitably led to the conclusion that, behind the seemingly diverse facts, there should be an inner unity that needs interpretation. The principle of interpretation for the secularized science of that time was historicism, i.e. recognition of development in time, carried out in a natural way (and not by divine will, realizing a certain general plan), according to laws that not only describe the very replacement of some forms by others, but also the specific form they take.

Hence, a new attitude in the interpretation of facts: they were inclined to see in them not the "ladder" of forms that exists in biological sciences, but a "chain of development" that presupposes a natural change in forms. Variability of forms, in

its full form, took shape by the middle of XIX century, in the work “The Origin of Species” by Charles Darwin, explained by their history, began to appear as the cause of their diversity.

Reflections of such a concept are diverse and often unite natural sciences with humanities.

So, on the one hand, individual experiences of historical description appear, claiming completeness and integrity (D. Hume or E. Gibbon), views about history as an autonomous science are affirmed (Turgot, encyclopedists, "The Idea of a Universal History" by I. Kant, 1784), general philosophical theories of development are being worked out with special attention to its causes and stages, to the relationship between the “logical” and the “historical” (Hegel, Schelling).

The comparative historical method that emerged at the beginning of the 19th century, and developed during the 19th - first half of the 20th century, based on Indo-European languages, is the basis of the conceptual system and methodology of linguistics: all the basic concepts and theoretical principles of linguistics were formulated in the course of comparative historical Indo-European studies, which made linguistics an exact humanitarian science. Therefore, comparative training is an integral part of the professional education of a linguist. The general theoretical significance of comparative studies is that, on the basis of the study of the genetic relations of languages, it establishes the possibilities and patterns of historical change in a certain linguistic material.

A separate science, linguistic typology, deals with the study of the laws of similarity and difference in languages. The task of linguistic typology is to establish a linguistic type (see below "the concept of a type of linguistic expression and a linguistic type", ie, a type in a language and a type of language) for the subsequent classification of languages and revealing how a human language can generally be arranged.

Linguistic typology considers the structural and functional properties of languages regardless of the nature of the genetic relations between the languages being compared, for it examines not individual, isolated cases of similarities and differences in the structure of languages, but those that are of a general nature, covering a wide sphere of homogeneous characteristics.

Typology as a special branch of science is generally characteristic of all branches of knowledge. Comparison, collation, classification of objects are used in both linguistic and non-linguistic sciences. As a method of science, typology is universal. Therefore, the typology can be divided into non-linguistic and linguistic. Both of them have general strategies, objectives and principles of identifying isomorphic and allomorphic features of substances, phenomena, facts, etc.

### **Non-linguistic typology**

As a method typology is used in law, math, history, botany, economy, psychology, etc. General and solitary differences and similarities are typical to all sciences. Some branches isolate systemic comparison into an independent subbranch within the frames of a more general science: e.g. comparative psychology first mentioned in the works of Aristotle who described psychological similarities between animals and human beings. One the most well-known representatives of Comparative Psychology was Charles Darwin.

Comparative Pedagogy deals with general and distinctive features, development trends and prospective of theory, applied instruction and upbringing methods, reveals their economic, social political and philosophic backgrounds.

Historical typology analyses historic facts and produces comparative inventory based on the history of each nation/ethnicity to reveal general trends, differences and similarities. E.g. based on French revolution of 1848 the major signs of revolutionary situation were revealed.

Literary criticism got rapid development in the second half of XIX century simultaneously with development of comparative linguistics. In Russia the representatives of comparative linguistics were P.M. Samarin, V.M. Jirmunskiy, M.P. Alekseev, N.I. Conrad, I.G. Neupokoeva, etc.

The two sciences — Linguistic typology and Literary criticism have a number of similarities: a) linguistic comparison deals with identifying universal principles of comparative description of the systems of national languages while Literary criticism establishes general principles of typological description of national literatures; b) both sciences deal with identifying systemic signs and discover typological isomorphism which can be conditioned structurally, genetically and geographically, etc.

### **The subject-matter of Linguistic Typology**

Linguistic typology is a branch of general linguistics. There is no unanimity in defining the subject matter of linguistic typology. There are broad and narrow interpretations of its subject matter (James Ellis). The subject-matter theory of translation, dialectology and borrowings to the bulk of Linguistic typology. These branches do have relations to Linguistic typology but also constitute the subject-matter of other special fields of knowledge.

There is a great variety of terms: areal linguistics, structural linguistics, characterology, language universals, translational grammar, comparative philology, contrastive linguistics, confrontational linguistics, etc.

With further development of linguistic science scholars start differentiating the terms "comparison" and "confrontation". While comparative method implied

comparison of cognate /related languages, confrontational method was derived to denote comparison of genetically non-related languages.

Roman Jakobson contributed to the definition of subject-matter of Linguistic typology stating that "Genetic method deals with relationship of languages, areal method deals with similarities while typological method deals with isomorphism". Isomorphism can unite various statuses of languages, both synchronically and diachronically or statuses of 2 different languages, areally close or distant; genetically related and non-related.

### **Definition of the subject-matter of Linguistic Typology**

The most popular definition of the subject matter seems to be "Linguistic typology is a branch of general linguistics, field of study aiming at identifying such similarities and distinctive features of languages that do not depend on genetic origin or influence of languages to one another. Typology strives to identify and look at the most significant features that affect other spheres of language systems, e.g. the way of junction of meaningful parts of the word or the so-called structure of the sentence in the language". Typological studies base on materials of representative sampling from many world languages, so that the findings and conclusions made on the results of such analysis can be applied to the entire majority of languages (in cases of linguistic universals).

Linguistic typology shows special interest to the so-called exotic or non-studied languages, e.g. languages of ethnicities of South-East Asia, Africa, Ocean side or American Indian tribes. Still the data of well-known, expanded and well-studied languages may to the similar extent become the subject matter of a typological study. Linguistic typology not only systemizes, generalizes and classifies the facts of language isomorphism and allomorphy but also explains them.

The majority of prestigious linguistic theories have their own typological agenda aimed at theoretical analysis of structurally different languages, their location and genetic origin.

As we talk of the different standpoints in defining Linguistic typology as a science we distinguish two major approaches:

a) Linguistic typology is an independent science covering all types of comparison of language systems. In this sense Linguistic typology fully coincides with Comparative Linguistics;

b) Linguistic typology is a part of Comparative Linguistics. It is opposed to traditional Comparative Historical Linguistics, Characterology and Areal linguistics. In that sense it coincides with Structural typology.

Quantitative limitation of the number of compared languages is of primary significance while defining the subject matter of Linguistic typology. There is no

unanimity on that issue. Some scholars support unlimited number of compared languages aiming at identifying linguistic universals. They consider that the results of comparative study should tend for universality. Other scholars assume that a limited number of genetically related languages should be compared. Finally the last group of scholars argue that the number can be as minimum as 2 languages. The reason of all this ambiguity is in an unclear approach to the principles of classifying Linguistic typology into branches. Yu.Rojdestvenskiy, V.Ghak, B.Uspenskiy contributed a lot to elaboration of subject matter of Linguistic typology.

The basis of Linguistic Typology is constituted by Structural Typology which has the following parts: 1) Typological Classification; 2) Linguistic Universals; 3) Etalon Language; 4) Typological Theory.

The general definition of Linguistic typology implies that it unites various types of comparison of language systems. Genetic, Areal and Typological comparisons built into 3 aspects of general comparison process. These methods do not contradict but complement each other.

The types of linguistic comparison can thus be illustrated as follows;

1) genetic/genealogical or historic comparison/reconstruction of common archi/pa- forms of genetically related languages. Special attention should be paid to closely and distantly related languages.

2) typological comparison of systems and sub-systems of languages: a) related; b) non-related; c) structurally similar; d) structurally non-similar.

3) Areal Linguistics: comparison of neighboring languages;

4) Dominant classification by Melnikov defining language types based on dominant features.

The different classifications do not match each other and are not expected to, but the correlation between them is an important point for many linguistic research works. (There is a parallel to the classification of species in biological phylogenetics).

The task of genetic classification belongs to the field of historical-Comparative linguistics or linguistic typology.

### **Basic types of scientific comparison**

There are 2 types of scientific comparison: a) substantial, and b) non-substantial.

a) Substantial comparison deals with comparison of real objects materializing substances, e.g. sounds, digits, numbers, etc.

b) Non-substantial comparison deals with comparison of systems and their elements (e.g. phonemes, morphemes).

At the early stages of development of typology as a science the major role belonged to substantial comparison which is considered primary. Yuri Rojdenstvenskiy' wrote that "...in General linguistics the relations between language systems base on substantial features. The languages were considered cognate because the linguists found principal similarity in their substance: sound and content".

Non-substantial comparison played a significant role in shaping typology as an independent science.

#### **Literature:**

1. Abduazizov A.A. Elementi obshey i sravnitel'noy fonologii. Tashkent, "FAN", 1981.
2. Abdurazakov M.A. Ocherki po sopostavitel'nomu izucheniyu razno-sistemnix yazikov. Tashkent, «FAN», 1973.
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## **LECTURE 2 MODERN COMPARATIVE STUDY OF DIFFERENT LANGUAGE SYSTEMS METHODS AND METHODOLOGY**

### **PLAN:**

- 1. Historical evolution of comparative linguistics**
- 2. Theoretical principles of comparative linguistics**
- 3. Methodological basis of comparative linguistics**

A special section of linguistics deals with the comparative study of languages Comparative linguistics, or Contrastive linguistics, which aims to determine by means of comparative analysis the common and specific features of two languages, to identify the universals and uniquenesses in them, to find distinctive (contrastive) features against the background of similarity [4, p. 3].  
universals and uniquenesses in them, to find distinctive (contrastive) features against the background of similarity [4, p. 3]. In the course of comparative analysis, similarities and differences of linguistic

facts, which are found at all levels of the language system - phonetic and pronunciation, lexical-semantic (and phraseological), morphemic and word-forming and

grammatical - morphological and syntactic. The data from these studies will help

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to penetrate deeper into the internal mechanism of each of the compared languages and better understand their national specificity, on the one hand, to identify interferent phenomena and the reasons for their manifestation in the foreign language speech of a bilingual in order to prevent in a timely manner and overcoming them in the process of mastering the second (non-native) language - on the other hand.

In order to correctly define the subject and content, the purpose and tasks of comparative

To correctly define the subject and content of comparative language research, it is necessary to understand first the essence of the term comparative, not to mix it with the term comparative, or more precisely comparative-historical. These terms are

are related, but differ in the nature of objects and methods of study.

Thus, comparative (or comparative-historical) research involves the examination of the features of languages of the same group (related languages), more often historically in diachrony

Thus, comparative (or comparative-historical) research involves the study of the features of languages of the same group (related languages), more often in the historical aspect - diachrony, in order to establish their kinship, to identify similar features in them and to clarify the changes that have occurred in the process of independent development.

to clarify the changes that have taken place in the process of independent development of related languages.

of related languages.

In comparative research, the signs of languages in synchronicity - in the present stage of their functioning - are taken into account.

at the present stage of their functioning.

The object of a comparative study is usually two languages (but there can be three or more languages - very rarely).

The object of a comparative study is usually two languages (but can be three or more languages - very rarely), and any two languages - related and unrelated, contacting and non-contacting: the choice of languages for comparative analysis is not influenced by their genetic kinship, nor by their genetic affinities.

neither their genetic affinity, nor their areal links, nor their typological proximity or remoteness influence the choice of languages for comparative analysis. Nevertheless, the choice of languages for comparative analysis is dominated by the practical goal of language acquisition.

practical goal of mastering languages as a means of communication. That is why, as a rule, languages in contact with each other are selected for comparison, and

their speakers find points of contact in various fields of economy, politics, culture, and everyday life.

Most often, differently structured contact languages are chosen for comparative studies, which diverge sharply from each other in terms of differential features, for example: Russian and English, Russian and Bashkir, Russian and Chinese, etc.

The basis for the choice of languages for comparative research is the factor of language barrier. In order to overcome the language barrier in the process of communication between multilingual peoples, there is a need for practical mastery of the interlocutor's language. Since in

in different situations of communication the interlocutors can be representatives of different nationalities - speakers of different languages, and it is practically impossible to master a multitude of languages, so

in order to communicate between multilingual peoples, a special means is chosen - an intermediary language, which is common to all citizens of the country and with the help of which representatives of different nationalities can enter into linguistic contacts with each other. In the conditions of the Russian Federation, the Russian language has been chosen as an intermediary language.

Accordingly, all non-Russian languages of the peoples of Russia are in contact with it, and the subject of a comparative study can be the Russian language with any (each) of the languages functioning on the territory of the Russian Federation, for example: Russian and Tatar, Russian and Udmurtian, Russian and Yakut, etc.

The subject of our comparative study is the Russian and Bashkir languages.

The comparative study of two differently structured languages can be carried out in two aspects.

two aspects: 1) in scientific-theoretical (theoretical-linguistic) and 2) in educational-methodological (linguomethodological). Each of them has its own goals and tasks. They differ

in terms of the volume of the material to be compared. The obtained results of comparative analysis

will be used in different spheres and for different purposes.

Thus, in the comparative study of two languages in the scientific-theoretical (purely linguistic) aspect, the results of the comparative analysis will be used in different spheres and for different purposes.

linguistic aspect, the linguistic material is analyzed without limitation - in its entirety - in order to identify typological similarities and differences between the languages being compared.

at all levels - phonetic, lexical, grammatical (therefore, this aspect of comparative analysis of languages can be called comparative-typological). In such analysis clearly distinguishes universal (common to both or even to many languages) and

unique (strictly specific for each separate language) phenomena and facts, which are found at all levels of the system of linguistic units. It also highlights those common elements which are the result of interaction and mutual influence of the contacting languages. The materials of such an analysis will enrich comparative

linguistics with new scientific data and will be used in the creation of a system of linguistic units.

The materials of such analysis will enrich comparative linguistics with new scientific data and will be used in the creation of descriptive works on linguistics (in particular, in descriptive phonetics, descriptive grammar, etc.), in lexicographic work (in compiling dictionaries) and in translation.

In the comparative analysis of phenomena and facts of two languages in the educational and methodological aspect

(linguo-methodological) aspect, the primary educational goal is to identify those difficulties in mastering a second (non-native) language that are caused by the mismatch of semantics and structure of linguistic units in the languages being compared.

and structure of linguistic units in the languages being compared. Accordingly, in the linguo-methodological aspect of analysis, not all linguistic material is usually compared, but only to a limited extent, i.e. that micro-language.

microlanguage that is activated as a second (non-native) language. In other words, in linguomethodological comparison, the object of study is the microlanguage (the teaching language) expressed in the lexical and grammatical minimum (in compression) of the target language.

(in compression) of the studied language as a second language (in our conditions - Russian), in comparison with the equivalent microsystem of the native language.

equivalent microsystem of the native language (see the same [3, p. 8]. The materials of such a concise

comparative analysis, conducted for teaching and methodological purposes, is oriented to the following

their use in the educational process of learning a second language in order to prevent and

overcoming interferent errors in the foreign language speech of learners under the influence of their

native language, in the process of work on the formation of active bilingualism, in the education of

bilingual (bilingual) personality.

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1. Abduazizov A.A. Elementi obshey i sravnitel'noy fonologii. Tashkent, "FAN", 1981.
2. Abdurazakov M.A. Ocherki po sopostavitel'nomu izucheniyu razno-sistemnix yazikov. Tashkent, «FAN», 1973.
3. Buranov J.B. Sravnitel'naya tipologiya angliyskogo i tyurkskix yazikov. M., 1983.
4. Bo'ronov J. Ingliz va o'zbek tillari qiyosiy grammatikasi. T.: O'qituvchi, 1973.

### LECTURE 3 HISTORY OF TYPOLOGICAL STUDIES.

#### PLAN :

1. PERIODS OF TYPOLOGICAL STUDIES
2. DIFFERENT APPROACHES
3. CLASSIFICATION OF TYPOLOGICAL INVESTIGATIONS BY BURANOV

The questions of timing the history of linguistic comparison are quite complicated and are the ones, which have not found their final solution yet. The history of linguistic comparison is an integral part of linguistic science development, which is bound with the history of thenation and cognition. That is why there are no generally accepted criteria for timing this problem yet. We will see Dr. Buranov's viewpoint.

In his book "Сравнительная типология английского и тюркских языков" he identifies 4 periods in the history of typological studies: The first period is characterized as a spontaneous or evolutionary. It begins with the emergence of the first linguistic works. That period was over not long before the Renaissance. In Ancient Greece, the language was studied in the frames of philosophy. The major issue, which was in the focus of discussion, was a correlation of substances to their names. Still, already in the works of Protagoras and Aristotle, there are statements related to distinguishing words, word combinations, linguistic categories like gender, case, number, the definition of the sentence, classification of words into names and actions or parts of speech. These works served as the basis for distinguishing linguistics into an independent science. E.g. many scholars, while compiling grammars of separate languages used the models of the languages with already described grammatical structures. (The principle of analogy). For example, while compiling the first English grammars the models of Latin were widely used. The first grammars for the European languages were based on the Latin Grammars.

The second period is characterized as a period of establishing the first scientific comparison of languages and this period is related to the General and Rational Grammar: Port-Royal Grammar by Arnauld A., Lancelot C, (XVII c.) in Indo-European languages. Port-Royal Grammar can be considered one of the most precious contributions to the development of Comparative Typology. It was developed by 2 French monks in the small abbey Port-Royal in the suburbs of Paris (published in 1660). It is the synthesis of linguistic and philosophic ideas of that time. The languages (French, Latin, Greek and ancient Jewish/ Ides) with the different genealogic origin and typological structure were compared based on the criteria and principles elaborated by Arnauld A. and Claude Lancelot.

Comparative study of Turkic language has its own history. *Divan-Lugat At-Turk* by Mahmud Kashgariy is considered the most solid work on the linguistic comparison of Turkic languages.

Mahmud Kashgariy analyzed phonetic, grammatical and lexical units of a group of Turkic languages and defined the level of their genetic relation to each other.

One of the most prominent work is the poem of Alisher Navoi "*Muhokamatul al-Lugatain*" (Debate

of two languages) written in 1499. Navoi compares lexical, grammatical and word building specificities of 2 genetically non-related languages: old Uzbek and Persian. Navoi reveals a number of language specificities of Uzbek, which did not have direct correspondences in Persian, e.g. suffixes of reflexivity, reciprocity, causation, modality, comparativeness, etc.

The third period is related to development of comparative historical linguistics, genealogical and typological classification of languages, (mid- XIX c.)

The fourth period is related to establishing of Comparative Typology as a separate science with the bulk of General Linguistics. It coincides with the XX century. The science of linguistic comparison was developing quite slowly and a number of factors played an important role to foster that process. They were also suggested by Dr. Buranov.

The first factor is typological imitation, means using identified style or form of languages to explain another language. For example, the first Latin grammar "*De Lingua Latina*" (117-27 BC) by Varron was written with the use of the ancient Greek language grammars compiled by Greek philosophers. His great contributions were changing 5 cases in Greek into 6 and 8 parts of speech into 7 in English. Later, the grammar of European languages was shaped based on Latin and Greek languages. Besides, nowadays not only grammar but poetic speech and other language units are still based on Greek grammar.

Also, while studying certain categories of one language scholars very often use the models of more researched languages, e.g. the ancient Indian models of compound words are used to describe many European languages. The second factor is characterized as a period of the appearance of scientific comparative works. Comparisons of languages and linguistic units date back to

the ancient period. Comparisons were scripted in "*Port Royal Grammar*" where ancient scholars such as Antoine Arnauld, Claude Lancelot, analyzed similarities and differences between French, Latin, Greek and ancient Jewish languages. They have found out that out of

these languages ancient Jewish language did not share substantial similarity with other languages. The *Port Royal Grammar* was extremely popular and gave an impetus to the rapid development of comparative studies.

Until recent times, this book has been used in modern typology. N. Kretsman pointed out this book's importance and said: "In the last seven or eight years the "*Port Royal Grammar*" has been discussed more often in the

English.

Further development of comparative study can be traced in the appearance of glossaries and dictionaries, e.g. Turkic-Mongol-Persian dictionary compiled in Egypt (1245), Latin-Persian Kypchak dictionary (XII c), and other works.

speaking world than at any other time since its publication more than three hundred years ago". Comparative Typology that dealt with comparing of language units and languages that did not share common root language played an important role in the emerging and developing of this subject. Comparison of structural languages that were not substantial also was crucial in the development of Comparative Typology. The third factor is the least common factor, which deals with studying unknown languages and languages that do not have a writing system. Recently,

an enormous bulk of researches has been done on languages in Latin America, Asia, Africa, Australia, Oceania and Eurasia that do not have a writing system. Studying these languages have influenced by comparing them to Indo-European languages and these investigations have influenced on typology greatly. Previous researches focused on genetic relation but new researches are focusing on morphological similarities, classification, and other points.

The fourth factor is the influence of the translation and translation science. Translation is a quite ancient science. When people started to translate from one language into another they

unconsciously compared two languages. That is why they consider translation to be the main part of typology. The influence of translation to typology can be classified as followings:

- translation of fiction stories;
- translation of grammatical forms;
- translations that are done under the influence of mathematical linguistics.

The fifth factor is the influence of lexicography. The appearance of dictionaries was bound with applied need to transform and compare languages and national cultures. While compiling bi- or multilingual dictionaries a lexicographer conducts a comparison of all levels of language hierarchy: phonetic units, grammatical structure, lexical units, word formation, punctuation, etc.

The sixth factor is practical and theoretical study and teaching of foreign languages. Studying and teaching foreign language required comparison of languages that are taught and studied. Since Uzbekistan is considered as a multilingual country, a lot of attention is being focused on the development of typology because without knowing foreign languages it is impossible to establish political, economic and cultural ties with countries where foreign languages are spoken. Russian is considered to be *La lingua franca* in Central Asia. In Uzbekistan, bilingualism is based on knowing Uzbek and Russian languages.

Besides, it is compulsory that at schools one of the foreign languages should be taught which has derived from the need to establish ties with all the countries of the world. Researches done in Uzbekistan on typology include comparative phonetics, comparative grammar, and comparative lexicology and so on. For thirty years, there have been numerous numbers of researches, books, monographs, dissertations, and articles have been published.

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### **LECTURE 4**

#### **CATEGORIZATION PROBLEMS IN COMPARATIVE LINGUISTICS**

##### **PLAN:**

- 1. The notion of category in linguistics**
- 2. Types of categories**
- 3. Categorization problems**

A category is a set of objects which are considered as having common features. Some of these features can be shared by other objects, but not all of them at the same time (otherwise all the objects would belong to the same category). In the very important collection of papers edited by W.P. Lehmann and Y. Malkiel in 1968, E. Benveniste contributed an insightful article on innovating and conservative 3 mutations in linguistic categories (Benveniste 1968; for an insightful comment on Benveniste see Lazzeroni 1987:21-23). Benveniste's examples of innovating mutations were, among others, the rise of the definite article in Indo-European languages (Germanic, Romance) and the creation of new adverb classes such as Engl. -ly, French -ment -both deriving from compounds- as well as the loss of the dual in most IE languages. As for conservative mutations he quoted the new Romance future forms with Infin. + habere, or the analytic

comparison substituting older synthetic forms (Germ. bewußter --> mehr bewußt “more conscious”). The problem I want to discuss is whether the term category does really apply to the cases adduced by Benveniste. Since the problem is a principled one, I shall restrict myself to discuss morphological categories, the most familiar and best known category type in linguistics . In a principled way, there is no reason why the same arguments shouldn’t apply to phonology, syntax or pragmatics as well -and in many cases we shall see that we have to consider a ‘phonomorphosyntactic’ perspective. However, definitions of ‘topic’, ‘focus’, ‘illocutionary force’ etc. -and even ‘subject’, ‘object’ and the like- have proved to be much more problematic than those relating to morphology, where categories are usually marked via explicit markers. Therefore, it will be useful to attempt the first steps in the domain of morphology.

1. General orientation works such as encyclopaedias do not usually consider linguistic categories specifically. One of the few general encyclopaedias dealing specifically with linguistic categories, namely the Encyclopaedia Universalis (vol.18, Thesaurus, s.v. ‘catégorie’) writes as follows: “on peut assigner aux catégories un rôle essentiellement métalinguistique: en effet, alors que la classe est l’ensemble des éléments de la langue présentant telle ou telle propriété, ce qui les rend mutuellement 4 substituables, catégorie renvoie à des abstractions conceptuelles s’appliquant aux classes. Par exemple, la classe des noms supporte la catégorie du genre et celle du nombre; la classe des verbes, celle du temps, de la personne, du nombre, etc.” No matter which terms are used in this definition, the main point is that at least two different levels are to be kept apart: nouns and verbs represent classes, whereas, in this terminology, gender, number, tense etc. represent, class categories: VERB ==> tense, aspect, mood, diathesis, person, etc. I will return to this very important issue below. We have to consider the rise of determiners (DET) in a linguistic tradition where determiners (articles) were originally not present as a real categorial innovation. This does not hold, however, for the above mentioned loss of the dual since the feature number still exists in the opposition of the values sing./ plur. (see table 1). Nor does it hold for the habere future forms (Lat. cantare habet → Fr. chantera) which do not introduce a new morphological class, but simply substitute a form in an already existing morphological paradigm. The categorial class underlying both the ancient and new future forms is VERB . In the case in point the category VERB is specified by the feature tense(/mood)<sub>i</sub> which on its turn is implemented by the value future (/ingressive, inchoative).<sub>ii</sub> According to the definition proposed by Geoffrey Pullum (1994: 478) “a category [...] is a class or division in a general scheme of classification”. To have a scheme of classification entails that we attribute to the class an internal structure of its own, which cannot consist merely of a list of tokens belonging to the class. The categorization procedure must also include a set of principles (or conditions) which are implemented at least in the prototypical instances (cp. Jackendoff 1983:82). We have the following figure (from now on I will use “ ” to indicate features and <> for values): CATEGORY “features” (cf. Pullum 1994: 480, adapted) -----  
----- VERB ==> ± tense 5 ± mood => □± indic. □ ±aspect □ ± subj. □ ±number □±

opt. □ . □ . □ . □ . □ Tab.1 The values etc. are the implementations of the feature “mood”. Each feature will have its matrix of values, as well as each category will have its matrix of features. Note that the relation obtaining between CATEGORIES and “features” is not the same as that between “features” and . The indicative is a mood, whereas a mood is not a verb. On the other hand, we can say that a verb has mood, but we cannot say that mood has the indicative. Furthermore we may say that Lat. scribit is a verbal form in the indicative, implying by this that this verbal form has mood determination, but we are not able to predict which mood (if any) has to have the category VERB. In other words the analysis process, which starts from real lexical items could be represented as follows: CATEGORY <== “features” <== .iii The features and values given in the scheme by no means exhaust the possible characteristics. A verb may be characterized in different morphological systems by features other than “tense, “mood” , or “aspect” (e.g. “polarity”)iv and a “mood” may have values other than , , or (e.g. , ,etc.).v Of course, this does not mean that the semantic contents expressed by morphological means in language A cannot be expressed by other means in language B.vi In other words modality may be expressed by other means than verb moods.

As Roman Jakobson once put it, languages differ not regarding what they can express but regarding what they must express, i.e. regarding the morphosyntactic features and values that are to be expressed in their systems (Jakobson 1963:84). Turkish has to make a choice between -mI4 and -dIr-forms and therefore the Turkish translation of, say, the English sentence “there has been an accident” has to be more committed and more precise about the grade of evidentiality than the English original: kaza yapm34 if I have been told that there was an accident and I was not present, but kaza yapt3 if I refer to an accident I have personally witnessed. «English, French and Kwakiutl speakers can entertain the same thoughts, but they will embroider or strip those thoughts as required by the language, when they come to speak them», Levinson 1997: 23.vii Large-range cross-linguistic comparisons have recently brought to light many features and values previously unknown to the Western linguistic tradition. Typological comparison is about to uncover that some cognitive behaviours are cross-linguistically widespread in the sense that they are linguistically expressed by morphosyntactic means in many languages. ‘Mirativity’, as the grammatical expression of new or surprising, unexpected information, has been recently studied by DeLancey for Turkish, Hare (an Athabaskan language), Korean, Sunwar and Tibetan (Tibeto-Burman family): see DeLancey 1997. Dixon (1980: 380f.) has shown that some Australian languages have a “mood” (called ) used to refer to an undesirable event the speaker would like to avoid. Negative forms with tense distinction of personal pronouns are attested for Yoruba; Tagalog knows focus-markers (ang and si) expressing pragmatic strategies which are grammaticalized in the verb form in a kind of reference-tracking mechanism (cp. Foley & van Valin 1984, Chap.7), etc. Large-range cross-linguistic comparisons will show that some features and values are more common than others and that, on the contrary, some other features and values are quite rare. However, also the manifold values pertaining to the verbal feature “mood” - such as , - may largely be reduced to the

basic opposition 'realis ~ irrealis'. Consequently we will say that , meant as the "mood" which make a choice between -mI4 and -dIr-forms and therefore the Turkish translation of, say, the English sentence "there has been an accident" has to be more committed and more precise about the grade of evidentiality than the English original: kaza yapm34 if I have been told that there was an accident and I was not present, but kaza yapt3 if I refer to an accident I have personally witnessed.

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## LECTURE 5

### COMPARATIVE RESEARCH PROBLEMS AT ALL LEVELS OF DIFFERENT LANGUAGES

#### PLAN:

- 1. Comparative research at phonetic level**
- 2. Comparative research at morphological level**
- 3. Comparative research at lexical level**

Phonological typology involves comparing languages according to the number or type of sound they contain. Although there are inevitable problems in dividing the sounds of any language into separate abstract units (phonemes), linguists usually compare languages according to the number of different groups which participate in meaningful sound contrasts (i.e. phonemes) rather than the total number of actual speech sounds. Every language has a fairly small inventory of these sets or phonemes. Moreover, the number varies from language to language. In comparison, Hawaiian has only 18; Kabardian has over 80, and the Roisan language is reported to have 141 phonemes or mutually contrastive sets of sounds, Abhasian has 60. The second aspect of phonological typology classifies languages according to the type of sounds present or absent in each language. Some sounds are only rarely found in languages. Unusual sounds include: the Czech and Slovak voiced sound [h], Arabic pharyngeal. Arabic, English, new-Greek, Bashkirian [ə] and [ə], in Danish [p] only, Uzbek, Arabic[κ], [ʁ], [x]. Unusual omissions also include labial (nearly completely absent in Cherokee, Tlingit), nasals (absent from several Salish languages), Sibilants (absent from Hawaiian). No known language entirely lacks either obstruent or sonorant. No known language entirely lacks either vowels or consonants, although Rotoras has only six consonants, certain Northwest Caucasian languages such as Kabardian have only one vowel.

Languages are also classified into consonantal if the consonants are absolutely more than vowels and non-consonantal if the number of vowels is more, equal or even nearly equal (A. Isachenko; T. Kovalev). Kramsky developed the theory of A. Isachenko analyzing the number of consonant-vocals in the text, when T.Milevsky analyses number correlation with quality of sounds-Eastern (Atlantic), Western (Pacific Oceanic) and Middle sound type American languages. The first founders of phonetics were such outstanding linguists as I.A.Badouin de Courtenay, N. Krushevsky, P.Passy, A.Sweet, F.de Saussure

and others.

The Prague linguistic school was the center of phonological typology in its time. N.S. Trubetsky is considered as the founder of the typology of the phonological system (theory of distinctive features). There are other well-known linguists such as R. Jakobson, C. G. Fant, M. Halle (spectrographic/acoustic classification), A. Isachenko, T. Kovalev, I. Kramsky, T. Milevsky, C. V. Voegelin, J. C. Pierce (quantitative criterion), A. Martine (suprasegmental typological classification), G. P. Melnikov, V. A. Vasilyev, E. D. Polivanov, A. M. Sherbak and others.

The main achievement in the development of phonological typology is phonological universals. E.g. All languages have vowels and consonants. If a language has voiced fricatives, it also has unvoiced fricatives, but not necessarily the other way round. Phonetics is the isolated and independent level in language hierarchy. It is more investigated science in linguistics.

The following types of phonetics may be distinguished:

1. General phonetics which studies the human sound due to principles of theoretical phonetics. It is a part of general linguistics.
2. Descriptive phonetics which studies the phonetic system of a certain language.
3. Historical (diachronical) phonetics which studies the sound undergoes in the development of a language.
4. Comparative-typological phonetics studies the phonetic features of two or more languages of different systems.
5. Comparison of phonetic-phonological units is carried out in structural, genetic, areal and comparative typology (panchronic, diachronic and synchronic). The panchronic/diachronic comparison is not used because it is helpless and has no scientific value to compare genetically and aurally distant non-cognate English and Uzbek.

Morphological typology studies the units of the morphological level. It deals with two types of comparison:

- morphological or typological classification of languages;
- Parts of speech and their grammatical categories.

According to the morphological classification, the languages are classified due to the typical structural features or means of expression of synthetic relations between words.

Grammatical categories may be of 2 types:

- primary grammatical categories, which deal with parts of speech
  - secondary grammatical categories, which deal with grammatical categories within every part of speech separately: number, case, gender for nouns, tense, voice, aspect, mood, person, degrees of comparison for adjectives and so on.
- Besides morphological typology studies morphological paradigm. It classifies languages into languages:

- with highly developed morphology
- with less developed morphology
- with non-developed morphology

A morpheme is an association of a given meaning with a given sound pattern. But unlike a word it is not autonomous. Morphemes occur in speech only as for constituent parts of words, not independently, although a word may consist

Key points for discussion:

- The object of Morphological Typology
- Correlation of Morphological Typology with other branches of Comparative Typology
- Morpheme and allomorph.
- The notion of analytical and synthetic languages
- Typological classification of languages

of a single morpheme. Nor are they divisible into smaller meaningful units. That is why the morpheme may be defined as the minimum meaningful language unit. The term morpheme is derived from Gr morphe 'form' + -eme. The Greek suffix -eme has been adopted by linguists to denote the smallest significant or distinctive unit. (Cf. phoneme, sememe.) The morpheme is the smallest meaningful unit of form. A form in these cases is a recurring discrete unit of speech.

A form is said to be free if it may stand alone without changing its meaning;

if not, it is a bound form, so called because it is always bound to something else.

For example, if we compare the words sportive and elegant and their parts, we see that sport, sportive, elegant may occur alone as utterances, whereas eleg-, -ive, -ant are bound forms because they never occur alone.

Morphological typology

Morphological typology is a way of classifying the languages of the world that groups languages according to their common morphological structures. First developed by brothers Friedrich von Schlegel and August von Schlegel, the field organizes languages on the basis of how those languages form words by combining morphemes. Two primary categories exist to distinguish all languages: analytic languages and synthetic languages, where each term refers to the opposite end of a continuous scale including all the world's languages.

Analytic languages

Analytic languages show a low ratio of morphemes to words; in fact, the correspondence is nearly one-to-one. Sentences in analytic languages are composed of independent root morphemes. Grammatical relations between words are expressed by separate words where they might otherwise be expressed by affixes, which are present to a minimal degree in such languages. There is little to no morphological change in words: they tend to be uninflected. Grammatical categories are indicated by word order (for example, inversion of verb and subject

for interrogative sentences) or by bringing in additional words (for example, a word for "some" or "many" instead of a plural inflection like English "-s").

Individual words carry a general meaning (root concept); nuances are expressed by other words. Finally, in analytic languages, context and syntax are more important than morphology.

Analytic languages include some of the major East Asian languages, such as Chinese, and Vietnamese. Additionally, English is moderately analytic (probably one of the most analytic of Indo-European languages).

#### Synthetic languages

Synthetic languages form words by affixing a given number of dependent morphemes to a root morpheme. The morphemes may be distinguishable from the root, or they may not. They may be fused with it or among themselves (in that multiple pieces of grammatical information may potentially be packed into one morpheme). Word order is less important for these languages than it is for analytic languages since individual words express the grammatical relations that would otherwise be indicated by syntax. In addition, there tends to be a high degree of concordance (agreement, or cross-reference between different parts of the sentence). Therefore, morphology in synthetic languages is more important than syntax. Most Indo-European languages are moderately synthetic.

There are two subtypes of synthesis, according to whether morphemes are clearly differentiable or not. These subtypes are "agglutinative" and "fusional" (or "inflectional" or "flectional" in older terminology).

#### Agglutinative languages

Agglutinative languages have words containing several morphemes that are always clearly differentiable from one another in that each morpheme represents only one grammatical meaning and the boundaries between those morphemes are easily demarcated; that is, the bound morphemes are affixes, and they may be individually identified. Agglutinative languages tend to have a high number of morphemes per word, and their morphology is highly regular.

Agglutinative languages include Korean, Hungarian, Turkish, Japanese and Luganda.

#### Morphological typology in reality

Each of the types above is idealizations; they do not exist in a pure state in reality. Although they generally fit best into one category, "all" languages are mixed types. English is synthetic, but it is more analytic than Spanish and much more analytic than Latin. Chinese is the usual model of analytic languages, but it does have some bound morphemes. Japanese is highly synthetic (agglutinative) in its verbs, but clearly analytic in its nouns. For these reasons, the scale above is continuous and relative, not absolute. It is difficult to classify a language as absolutely analytic or synthetic, as a language could be described as more synthetic than Chinese, but less synthetic than Korean.

Morphology is the identification, analysis, and description of the structure of words (words as units in the lexicon are the subject matter of lexicology). While words are generally accepted as being (with clitics) the smallest units of syntax, it is clear that in most (if not all) languages, words can be related to other words by rules. For example, English speakers recognize that the words dog, dogs, and dogcatcher are closely related. English speakers recognize these relations from

their tacit knowledge of the rules of word formation in English. They infer intuitively that dog is to dogs as cat is to cats; similarly, the dog is to dogcatcher as

thedish is to thedishwasher. The rules understood by the speaker reflect specific patterns (or regularities) in the way words are formed from smaller units and how those smaller units interact in speech. In this way, morphology is the branch of linguistics that studies patterns of word formation within and across languages and attempts to formulate rules that model the knowledge of the speakers of those

languages.

In linguistics, a morpheme is the smallest grammatical unit in a language. In other words, it is the smallest meaningful unit of a language. A morpheme is not identical to a word, and the principal difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition, is freestanding. When it stands by itself, it is considered a root because it has a meaning of its own (e.g. the morpheme cat) and when it depends on another

orpheme to express an idea, it is an affix because it has a grammatical function (e.g. the –s in cats to indicate that it is plural). Every word comprises one or more morphemes.

General classification of the morpheme according to the role in the word is similar in compared languages. They can be classified as free and bound morphemes. While in Uzbek and Russian, they are called root and affixed morphemes.

Free morphemes can function independently as words (e.g. town, dog) and can appear with other lexemes (e.g. town hall, doghouse).

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## **LECTURE 6**

### **COMPARATIVE-TYPOLOGICAL STUDIES IN MODERN DIRECTIONS OF LINGUISTICS**

#### **PLAN:**

- 1. 2. Comparative Typology in Modern trends of linguistics**

## **2. Interrelation of typology with anthropological trends of linguistic.**

### **3. Typology in gender linguistics of English and Native language**

It is known that linguistics and variety fields of it were developed in every period of developing process. Hence, we can observe that in XVIII century, there were mostly done researches of comparative-historical investigations among related languages and in the last century collection of anthropocentric, functional, cognitive and dynamic paradigms occupied the position of structural paradigm.

Movement of interests of researcher from the object of cognition to the subject in anthropocentric paradigm, with another word it can be understood the analysis of language in a human being and human being in language.

The anthropocentric paradigm is the last and modern scientific paradigm where the problem of human in language and language in a human being is analyzed, i.e. interrelation of human and language becomes the main object of linguistic researches. This paradigm appeared in the 30s of the XXth century with the linguistic works of American philosophers and linguists, and a number of great linguists all over the world developed it. List of areas are developing in the anthropocentric paradigm of the modern linguistics such as pragmatics, sociolinguistics, ethnolinguistics, psycholinguistics, linguistic anthropology and cognitive linguistics, linguistic culturology and gender linguistics are considered the urgent directions of it. Cognitive linguistics investigates language as a mechanism of transformation and codification of it. The aim of this linguistics covers the cognition of the world from one's point of view and ways of appearing of receiving processes, categorization, and classification of it.

According to a number of specialists, cognitive linguistics and linguaculturology are progressing in the frame of the collection of single general cognitive sciences [Kubryakova, 1994, 37-47]. The term of "Cognitive science" includes learning processes jointly, receiving them and reworking, saving and using, organizing the structure of knowledge and collection, furthermore, it arranges collection of a certain scientific thought which is joint for forming the mental activity of these structures. Cognitive science is closely connected with mathematics, logic, philosophy, anthropology, and linguistics. Linguaculturology is a complex scientific science direction appeared on the basis of inter reaction of linguistics and culturology. This direction investigates interconnection between culture and language and researches the language as a phenomenon of culture. It shows the observation of the world in the certain view by the cultural prism and by a certain nation's mind and culture. It is known that the first researches on gender started to be investigated in western humanitarian sciences. The reason of appearing them was the new views of investigations of the problems of intelligence, philosophy of science and philosophy of society. Specifically, such anchor domains in modern linguistic research as communication, interaction, culture, habitus, cybernetics, culture, and cognition can be considered as a target of comparative typology.

In linguistics, the new directions of anthropocentric paradigm have been developing in recent years and gender linguistics can be included in this development. It is known that the first researches on gender started to be investigated in western humanitarian sciences. The reason of appearing them was the new views of investigations of the problems of intelligence, philosophy of science and philosophy of society. "Gender" is considered the main object of genderology. It includes anational description of cultures, the roles of male and female in society and their relationship and behavior.

Post-structuralism has provided a major challenge to essentialist notions of gender and has been crucial in the developing understanding of gender. With its emphasis on the constitutive nature of discourse, it has thoroughly informed linguistic study – and indeed has been largely responsible for the "linguistic turn" in many other disciplines. Chris Weedon famously characterized language as 'the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of selves, our subjectivity is constructed' [Weedon, 1987, 21].

Key points for discussion:

- Interconnection of gender and language.
- Features of the term "gender".
- Characteristics of male and female characters.

In addition, the term "gender" is considered as one of the problematic concepts in this direction of linguistics. The main attention of linguists was paid to distinguish the terms of "gender" and "sex". Cameron points out that a 'correlational' relationship between sex and gender is usually seen in one of two possible ways: first, that gendered behavior is 'built on' to pre-existing sex differences, and, second, that the sex-gender relationship may be arbitrary, but that there will always be gender differences in behavior, which then come to "symbolize" sex (1997p). This sex-gender relationship entails differences or tendencies in what women and men do and say, stemming from the notion of gender as an idea about the importance of differentiation between women and men. "Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to the two sexes on a differential basis. Whereas biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them". O.V. Ryabov explains the relationship of these two terms as one whole and part: "Sex is biological, consists of sociocultural sex with sociocultural elements. That is why "gender" and "sex" is appeared as "whole and part".

Genderological analysis of a language can serve in understanding not only its anthropocentric paradigm but also its male and female peculiarities. The opinion of V.A.Maslova can be an example for this understanding: “human being can receive the majority of data through linguistic frequency, therefore human lives in his own world created by himself with intellectual, spiritual and social need concepts than the world of things”. Moreover, through gender humanity can understand and evaluate the existence as individual and collective consciousness, they can investigate flamboyant relationships of a human being based on relations

between male and female. Thus, gender as a meaningful source identifies all sociocultural sides of human’s life. According to Jane Sunderland gender can be found and can be analyzed in the following contexts: The list below represents a starting point:

- in differences between women and men, boys and girls;
- in similarities between women and men, boys and girls;
- in diversity within women, within men, within boys, within girls;
- in aspects of linguistic dealings with (individual, and groups of) women, men, boys, and girls, for example, how they are addressed, what is said to them(‘hearer sex’);
- in aspects of what is said and written about gender differences/tendencies, similarities, and diversity;
- in aspects of what is said and written about (individual, and groups of) women, men, boys and girls (the assumption being that gender may be relevant in such spoken and written texts).

Gender can be observed in the vocabulary of every nation. Male and female characteristics are reflected in phraseological units and proverbs in the vocabulary of different ethnos and cultures. As an example, a number of groups of phraseological units can be used for comparison of genderological features of three languages:

- a list of phraseological units can be related only male features such as: general’s battle, brother of the angle → шут гороховый, рыцарь без страха и упрека → кулоғидакункўринибқопти, жонкуйдирмасанг - жононақайда.
- a list of phraseological units can be related only female features such as: lady of the house, one’s good lady, → подруга жизни, талия врюмочку → онасиўпмаган, аёлмақриқирқтуягаюк.

Another example can be observed in the hidden semantic form of possessiveness:

o Phraseological units with the peculiarities of male and female appearances and their characters that cannot be met in the language system of other cultures or nations and their possessive concepts have hidden semantic distinctiveness. For instance, English "May Queen" (May-queen a young woman crowned with flowers as queen on Mayday, hyponyms can be filled, girl, miss, missy, young lady, young woman, i.e. the full structure of "May Queen" is "Queen of the May", and obviously the hidden form of possessiveness can be observed here). "Girl Friday" (it is a female employee who has a wide range of duties, usually including secretarial and clerical work, originally by extension, from the character Man Friday in Robinson Crusoe, and structurally it is "girl (man) of Friday"). In Uzbek "устасифаранг" (expert of his work), "бекойим" (mother or wife of beks (landlords) and form of addressing to them), the structural form of possessiveness is "бекнингонаси" and others. o Phraseological units of male and female characters, which can be observed in lexicology of most languages. For example, in Uzbek "эркаксабзи" or "эркакшода" is used for women who do the work of men and in appearance. Also, looks like a man, or in English, the equivalent of this phrase can be "blue stocking" (an intellectual or literary woman originally late XVIIth century: originally used to describe a man wearing blue worsted (instead of formal black silk) stockings; extended to mean 'in an informal dress'. Later the term denoted a person who attended the literary assemblies held (circa 1750) by three London society women, where some of the men favored less formal dress. The women who attended became known as bluestocking women or blue-stockingers). However, in Russian, there are such characteristics of the female character. Instead of this, they interpret female as a scandalous creature as базарная баба or androcentric metaphor like аппетитная женщина etc.

### **Literature:**

1. Abduazizov A.A. Elementi obshey i sravnitel'noy fonologii. Tashkent, "FAN", 1981.
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# **SEMINAR**

## 1-SEMINAR

### General data about current issues of comparative linguistics.

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

#### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

1. Solving the problems on the topic.
2. Discussion of the issues:
3. How does comparative linguistics help us understand the evolution of language?
4. What are the branches of comparative typology as to the levels of language?
5. What is comparative linguistics also called?
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## **2-SEMINAR**

### **About modern directions of typological research.**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

1. Solving the problems on the topic.
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### **3-SEMINAR**

#### **The main stages and factors of the formation and development of comparative linguistics**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

#### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

1. Solving the problems on the topic.
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**4-SEMINAR**

**Inherent connection of comparative linguistics with such disciplines as lexicography, stylistics, translation theory and language teaching methodology.**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

**Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

1. Solving the problems on the topic.
2. Discussion of the issues:
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### **5-SEMINAR**

#### **Comparative-typological in modern directions of linguistics studies**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

#### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

19. Solving the problems on the topic.

1. Discussion of the issues:

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3. What are the branches of comparative typology as to the levels of language?
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### **6-SEMINAR**

#### **Categorization problems in comparative linguistics**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

**Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

20. Solving the problems on the topic.

1. Discussion of the issues:
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**7-SEMINAR**

**Typological categories**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

21. Solving the problems on the topic.

1. Discussion of the issues:
2. How does comparative linguistics help us understand the evolution of language?
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## **8-SEMINAR**

## **Categorization problems in the study of the lexical level of the language**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

22. Solving the problems on the topic.

1. Discussion of the issues:
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3. What are the branches of comparative typology as to the levels of language?
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## **9-SEMINAR**

### **Interdisciplinary research problems at all levels of different languages**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

#### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

1. Solving the problems on the topic.
2. Discussion of the issues:
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## **10-SEMINAR**

### **Interference problems**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

#### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

23. Solving the problems on the topic.

1. Discussion of the issues:
2. How does comparative linguistics help us understand the evolution of language?
3. What are the branches of comparative typology as to the levels of language?
4. What is comparative linguistics also called?
5. What was the main reason of comparing language?
6. What are the two types of comparative methods?
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16. What is one of the areas that comparative linguistics focuses on?
17. What are the two main divisions of language?

### **List of literature recommended for use on the topic.**

1. Abduazizov A.A. Elementi obshey i sravnitel'noy fonologii. Tashkent, "FAN", 1981.
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4. Bo'ronov J. Ingliz va o'zbek tillari qiyosiy grammatikasi. T.: O'qituvchi, 1973.

## **11-SEMINAR**

### **Modern methods and methodology of comparative study of different language systems**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

#### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

24. Solving the problems on the topic.

1. Discussion of the issues:
2. How does comparative linguistics help us understand the evolution of language?
3. What are the branches of comparative typology as to the levels of language?
4. What is comparative linguistics also called?
5. What was the main reason of comparing language?
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## **12-SEMINAR**

### **Problems of comparative-typological study of the sound system of the language**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

#### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

1. Solving the problems on the topic.
2. Discussion of the issues:
3. How does comparative linguistics help us understand the evolution of language?
4. What are the branches of comparative typology as to the levels of language?
5. What is comparative linguistics also called?
6. What was the main reason of comparing language?

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4. Bo'ronov J. Ingliz va o'zbek tillari qiyosiy grammatikasi. T.: O'qituvchi, 1973.

## **13-SEMINAR**

### **Problems of comparative-typological study of the morphological system of the language**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

#### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

25. Solving the problems on the topic.

## 26. Discussion of the issues:

1. How does comparative linguistics help us understand the evolution of language?
2. What are the branches of comparative typology as to the levels of language?
3. What is comparative linguistics also called?
4. What was the main reason of comparing language?
5. What are the two types of comparative methods?
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12. What are the different types of comparative writing?
13. What are the two objectives of comparative system?
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15. What is one of the areas that comparative linguistics focuses on?
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1. Abduazizov A.A. Elementi obshey i sravnitel'noy fonologii. Tashkent, "FAN", 1981.
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4. Bo'ronov J. Ingliz va o'zbek tillari qiyosiy grammatikasi. T.: O'qituvchi, 1973.

## **14-SEMINAR**

### **Problems of comparative-typological study of the syntactic system of the language**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.

**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

**Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

27. Solving the problems on the topic.

1. Discussion of the issues:
2. How does comparative linguistics help us understand the evolution of language?
3. What are the branches of comparative typology as to the levels of language?
4. What is comparative linguistics also called?
5. What was the main reason of comparing language?
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**List of literature recommended for use on the topic.**

1. Abduazizov A.A. Elementi obshey i sravnitel'noy fonologii. Tashkent, "FAN", 1981.
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**15-SEMINAR**

**Problems of comparative-typological study of the phraseological system of the language**

**Purpose of the seminar:** To discuss theoretical and practical issues of the topic.  
**Knowledge and skills** acquired by the student as a result of mastering the subject (seminar), formed competences or their parts:

As a result of mastering the subject the student acquires

- Knowledge of the peculiarities of topic, its basic concepts and its place in the structure of science.
- The ability to identify and characterize problems of comparative linguistics;
- Mastery of the main categories of comparative linguistics.

**The relevance of the topic (seminar)** is connected with the fact that a modern researcher should have a holistic, systemic approach with the use of knowledge in the field of comparative linguistics.

### **Theoretical Part:**

Preparation of the seminar task requires group (3-5 people)

1. Solving the problems on the topic.
2. Discussion of the issues:
3. How does comparative linguistics help us understand the evolution of language?
4. What are the branches of comparative typology as to the levels of language?
5. What is comparative linguistics also called?
6. What was the main reason of comparing language?
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### **List of literature recommended for use on the topic.**

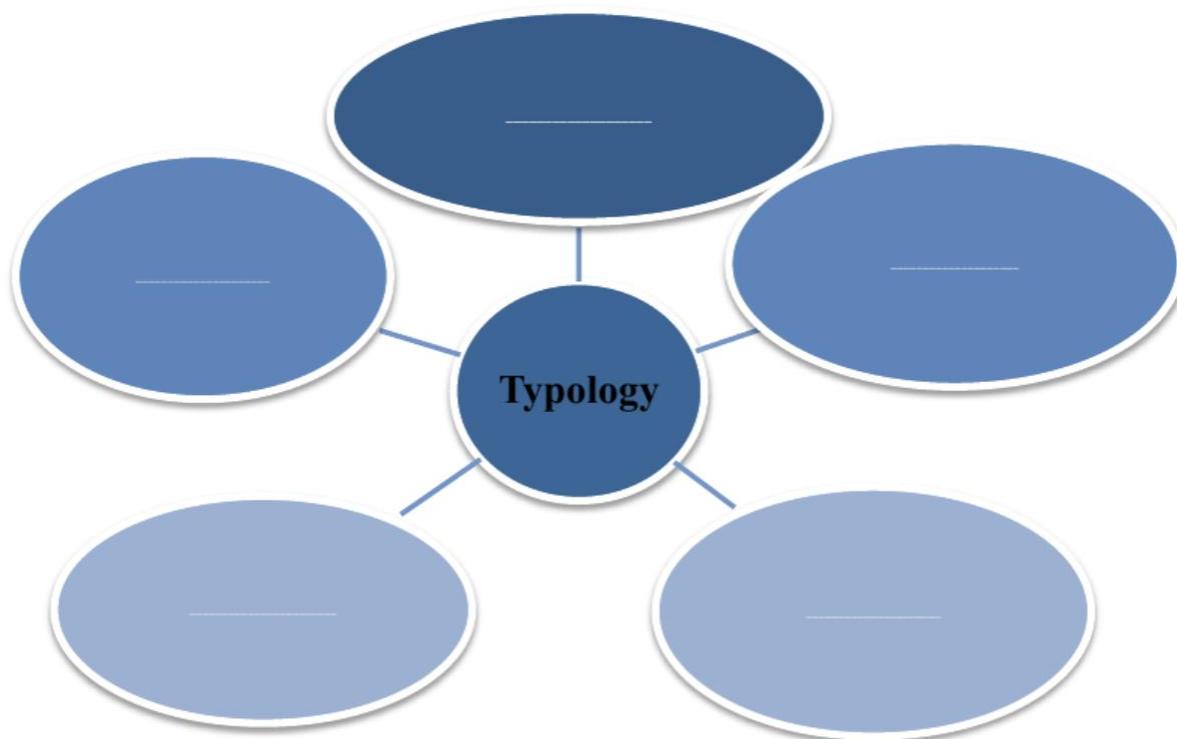
1. Abduazizov A.A. Elementi obshey i sravnitel'noy fonologii. Tashkent, "FAN", 1981.
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## TOPSHIRIQLAR VARIANTLARI VA KEYSLAR TO'PLAMI

### ► Classroom activities

**Exercise #1. Complete a cluster “Typology”.**



**Exercise #2. Answer the following questions?**

- 1) What is typology?
- 2) How many types is typology divided?
- 3) Which factors influence to the development of typology?
- 4) Do you know causes of appearing comparative typology?

**Exercise #3. Work in a group of 3-4 students and try to analyze 6 factors of the development of typology from ancient time until today, write which factors influence more than others and how.**

Factors:

**Exercise #4. Read the statements below and choose whether they are True or False.**

1. \_\_\_\_\_ Non-linguistic typology is the subject matter of the sciences except linguistics.
2. \_\_\_\_\_ Linguistic Typology, Comparative Typology, Contrastive Typology are totally different sciences.
3. \_\_\_\_\_ Morphological classification deals with the family relationship of languages, which descend from one common ancestor.
4. \_\_\_\_\_ According to two plans of language, there four main types of Linguistic Typology.
5. \_\_\_\_\_ According to the levels of language hierarchy, there are five types of typology.
6. \_\_\_\_\_ Panchronic approach deals with dead and living language comparison.
7. \_\_\_\_\_ Substantial comparison is used in linguistics.
8. \_\_\_\_\_ Internal approach deals with the comparison of the systems of any concrete language, it is an inner comparison.

**► Home activities**

**Exercise #1. Read the statements below and choose whether they are True or False.**

1. Typology represents an approach or theoretical framework to the study of language that contrasts with prior approaches.  
**True/ False**
2. The development of typology is very fast.  
**True/ False**
3. According to scientists: Material similarity means similarities of words that are similar in meaning and morphemes in compared languages.  
**True/ False**
4. Comparative typology in its turn consists of the following types: typological theory; typological classification; etalon language; language universals.  
**True/ False**
5. Uspenskiy said: "Typology deals with a limited number of languages."  
**True/ False**

**Exercise #2. Complete the table according to their classification of linguistic typology.**

According to 2 plans of language	According to subject of comparison	According to levels of language hierarchy

**Exercise #1. Read and fill the gaps with the given words below.**

*Languages, typological, nation, were, romantics, formed*

The problem of the type language was firstly discussed by ....., the representators of romanticism which was..... at the end of XVIII and in the beginning of XIX century. Romantics considered that “the spirit of the .....” may be displayed in myth in art, literature and in the language. V.Gumbold began to examine the types of the ..... as a display of “the spirit of the nation”. The division of the languages to flaxsive and affix by the German linguist Fridrih Shlegel was the first attempt to create atypological classification of the language. From the history of linguistic studies, such ..... classification of languages offered by August William, V.Gumbold, A.Shleyher, G.Steyntal, F.Misteli and other linguists were ..... Now topologists are trying to find the ways of creating amore informative classification of the languages like periodical systems of Mendeleyev.

## **TOPICS FOR PRESENTATIONS**

1. The notion of Linguistic and Non-Linguistic typology.
2. Introduction to Comparative Typology.

3. Different approaches to language comparison.
4. Different types of comparison of language systems (panchronic, diachronic, synchronic).
5. The notions “type in language” and “type of language”.
6. Directions of comparative typological investigations.
7. Characterize internal and external approaches to the comparison.
8. Types of language comparison in Comparative Typology.

**Exercise#2. Read and fill in the gaps:**

*Comparative phonetics, Segmental phonology, Specific phonetics, Suprasegmental phonology and General phonetics.*

**Phonetics can be divided into several types like:**

1.....It studies universal positions of sound articulation (for instance, identification of sounds according to the position the differences of labial, tongue and throat consonants, according to the ways of articulation of plosive, fricative and plosive-fricative features), although, general acoustic features of sounds.

2.....It investigates above mentioned issues in the samples of certain languages. Specific phonetics researches phonetics in the shapes of historical and modern, synchronic and diachronic, descriptive and experimental sides.

3.....investigates vowel and consonant phonemes, their phonetic changes and others in the comparative aspect of several genetically related and non-related languages.

Phonetics and phonology have two levels: *segmental* and *suprasegmental*.

4..... studies phonemes realized in avarious speech sound. So it may be called phonemics.

5..... (prosodics) studies the distinctive features realized in syllables, stress, and intonation.



## TOPICS FOR PRESENTATIONS

1. The theoretical foundation of phonetic and phonological typologies.
2. Differences between phonetics and phonology.
3. Typological comparison of vowel and consonant phonemes.
4. Stress, intonation, assimilation, dissimilation, reduction, accent, rhythm and pause.
5. Comparison of English, Russian and Uzbek vowel phonemes.
6. Comparison of English, Russian and Uzbek consonant phonemes.
7. Comparative analysis of English, Russian and Uzbek intonation.
8. Comparative analysis of English, Russian and Uzbek stress.

**Exercise#6. Work in a small group. Compare and find similarities, differences and distinctive features of three types of dependent relation in compared languages: agreement, government, and adjoining (contact). Share your analysis with other groups.**

	Similarities	Differences	Distinctive features
Agreement			
Government			
Adjoining			

**Exercise#3. Look at the suffixes in the chart below. Give the examples for each according to the classification in compared languages.**

<i>Part-of-speech classification</i>	<b>Semantic classification</b>	<b>Lexico-grammatical character of the stem</b>
1. <i>-ize, -ify, -а-ть, -а, -лан</i> <i>Ex.</i>	1. <i>-dom, -ry, -ship, -ati</i> <i>Ex.</i>	1. <i>-e,-ly, -ish, -ness,-ость, -и-е,-лик</i> <i>Ex.</i>
2. <i>-able, -less,-ous,-ный-ной,-ли,-сиз</i> <i>Ex.</i>	2. <i>-er, -ist, -ent, -ок, -чи.</i> <i>Ex.</i>	2. <i>-er, -ing,-ство, -ация, -кич, -зи</i> <i>Ex.</i>
3. <i>-er, -ism, -ник,-ец,-увчи, -чилик</i> <i>Ex.</i>	3. <i>-ian, -ese, -ish,-вич, -лик.</i> <i>Ex.</i>	3. <i>-less, -ful, -ни-ый, -ный,-кор,гар</i> <i>Ex.</i>

**Exercise#1. Are these statements true (√) or false (×)? Correct the false statements.**

1. \_\_\_\_ Stress interchange is occurred in all compared languages.
2. \_\_\_\_ Sound interchange is one of the ways of productive word formation
3. \_\_\_\_ Sound imitation is the way of word-building when a word is formed by imitating different sounds.
4. \_\_\_\_ Sounds produced by animals, birds, insects, such as: to hiss, to buzz, to bark, to моо, to twitter etc; лаять, мычать, щебетать, вовулламоқ, миёвлламоқ, сайрамоқ.
5. \_\_\_\_ Sounds produced by human beings, such as : to splash, to rustle, to clatter, to bubble, to ding-dong, to tinkle etc; звякать, звенеть, греметь, тақилламоқ, шитирламоқ, тарақ-турук.
6. \_\_\_\_ In blends three ways of word-building are combined
7. \_\_\_\_ Back formation is the way of word-building when a word is formed by dropping the final morpheme to form a new word.
8. \_\_\_\_ One of the Russian non-morphological ways of word formation is semantic, which can express the similar function with Uzbek semantic way of forming words.

# Horijiy va mahalliy adabiyotlar ro'yhati.

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## MUSTAQIL TA'LIM MASHG'ULOTLARI

Magistrantlarning mustaqil ishi dasturning asosiy bo'limlari asosida rejalashtiriladi va quyidagi ish turlarini nazarda tutadi:

- amaliy til materialini yig'ish, kartochkalar tuzish, kognitiv lingvistikaning nazariy va amaliy muammolari bo'yicha testlar tuzish;
- ma'lum bir til sathiga tegishli til birliklarini egallangan bilim va ko'nikmalarga asoslanib tahlil qilish va prezentatsiya qilish;
- darslik va o'quv qo'llanmalar, maxsus adabiyotlar bo'yicha fan bo'limlari va mavzularini o'rganish va ustida ishlash;
- ma'ruza kursining ma'lum bir qismlari bo'yicha prezentatsiyalar va ma'ruza fragmentlarini tayyorlash;
- tanlangan mavzu bo'yicha referatlar yozish va loyihalar tayyorlash;
- o'rganilayotgan chet tili lisoniy materialiy yoki adabiyoti materialiy asosida konseptual tahlil metodlarini qo'llagan holda til va tafakkur munosabatlarini, milliy dunyoqarashning xususiyatlarini, lisoniy-kognitiv foliyatning milliy madaniy xususiyatlarini tahlil etish;
- zamonaviy lingvistikaning asosiy muammolari bo'yicha ilmiy tadqiqot olib borish.

Mustaqil o'zlashtiriladigan mavzular bo'yicha talabalar tomonidan ilmiy loyihalar, portfoliolar tayyorlash va uni taqdimot qilish tavsiya etiladi

### Qiyosiy tilshunoslik fanidan mustaqil ta'lim mavzulari taqsimoti

<b>№</b>	<b>Mavzu</b>	<b>Soat</b>
<b>1</b>	Tillarning geneologik tasnifi. Tillarning tipologik yoki morfologik tasnifi.	<b>4</b>
<b>2</b>	Tillar qarindoshligi hakida ma'lumot.	<b>4</b>
<b>3</b>	Izomorflik va allomorflik tushunchalari. Sinxron va diaxron atamalari haqida ma'lumot	<b>4</b>

<b>4</b>	Til universaliyasi haqida ta'limot; uning qiyoslanayotgan tillarda namoyon bo'lishi	<b>4</b>
<b>5</b>	Kategoriyalash muammosini urganilish tarixi. Grammatik kategoriyalarning paydo bulishi. Grammatik signal haqida ta'limot.	<b>4</b>
<b>6</b>	Kategoriya va maydon atamasining farqli tomonlari.	<b>4</b>
<b>7</b>	Grammatik kategoriyasi nazariyasi. Ifoda va mazmun planlari haqida ta'limot	<b>4</b>
<b>8</b>	So'z yasashning asosiy usullari. So'zning strukturaviy xususiyatlari.	<b>4</b>
<b>9</b>	O'zak va affiksial morfemalarning tiplari	<b>4</b>
<b>10</b>	Til va madaniyat.	<b>4</b>
<b>11</b>	Kognitiv lingvistika haqida ta'limot	<b>4</b>
<b>12</b>	Nutqiy muloqot xususiyatlari	<b>4</b>
<b>13</b>	Leksikografiya, stilistika, tarjima nazariyasi va til o'qitish metodikasi fanlarining xususiyatlari haqida	<b>4</b>
<b>14</b>	Qiyoslanayotgan tillarning fonologik, grammatik, semantik, etimologik, leksik va stilistik xususiyatlari haqida	<b>6</b>
	Jami	<b>60</b>

## GLOSSARY

**applied linguistics** The application of insights from theoretical linguistics to practical matters such as language teaching, remedial linguistic therapy, language planning or whatever.

**arbitrariness** An essential notion in structural linguistics which denies any necessary relationship between linguistic signs and their referents, e.g. objects in the outside world.

**areas of linguistics** Any of a number of areas of study in which linguistic insights have been brought to bear, for instance sociolinguistics in which scholars study society and the way language is used in it. Other examples are psycholinguistics which is concerned with the psychological and linguistic development of the child.

**competence** According to Chomsky in his *Aspects of the theory of syntax* (1965) this is the abstract ability of an individual to speak the language which he/she has learned as native language in his/her childhood. The competence of a speaker is unaffected by such factors as nervousness, temporary loss of memory, speech errors, etc. These latter phenomena are entirely within the domain of *performance* which refers to the process of applying one's competence in the act of speaking. Bear in mind that competence also refers to the ability to judge if a sentence is grammatically well-formed; it is an unconscious ability.

**context** A term referring to the environment in which an element (sound, word, phrase) occurs. The context may determine what elements may be present, in which case one says that there are 'co-occurrence restrictions' for instance 1) /r/ may not occur after /s/ in a syllable in English, e.g. \*/sri:n/ is not phonotactically permissible in English; 2) the progressive form cannot occur with stative verbs, e.g. *We are knowing German* is not well-formed in English.

**contrast** A difference between two linguistic items which can be exploited systematically. The distinction between the two forms arises from the fact that these can occupy one and the same slot in a syntagm, i.e. they alternate paradigmatically, e.g. the different inflectional forms of verbs contrast in both English and German. Forms which contrast are called *distinctive*. This can apply to sounds as well, for instance /p/ and /b/ contrast in English as minimal pairs such as *pin* /pɪn/ : *bin* /bɪn/ show.

**convention** An agreement, usually reached unconsciously by speakers in a community, that relationships are to apply between linguistic items, between these and the outside world or to apply in the use of rules in the grammar of their language.

**creativity** An accepted feature of human language — deriving from the phenomenon of sentence generation — which accounts for speakers' ability to produce and to understand a theoretically infinite number of sentences.

**descriptive** An approach to linguistics which is concerned with saying what language is like and not what it should be like (prescriptivism).

**diachronic** Refers to language viewed over time and contrasts with *synchronic* which refers to a point in time. This is one of the major structural distinctions introduced by Saussure and which is used to characterise types of linguistic investigation.

**displacement** One of the key characteristics of human language which enables it to refer to situations which are not here and now, e.g. *I studied linguistics in London when I was in my twenties.*

**duality of patterning** A structural principle of human language whereby larger units consist of smaller building blocks, the number of such blocks being limited but the combinations being almost infinite. For instance all words consist of combinations of a limited number of sounds, say about 40 in either English or German. Equally all sentences consist of structures from a small set with different words occupying different points in the structures allowing for virtually unlimited variety.

**economy** A principle of linguistic analysis which demands that rules and units are to be kept to a minimum, i.e. every postulated rule or unit must be justified linguistically by capturing a generalisation about the language being analysed, if not about all languages.

**extralinguistic** Any phenomenon which lies outside of language. An extralinguistic reason for a linguistic feature would be one which is not to be found in the language itself.

**figurative** Any use of a word in a non-literal sense, e.g. *at the foot of the mountain* where *foot* is employed figuratively to indicate the bottom of the mountain. Figurative usage is the source of the second meaning of polysemous words.

**formalist** An adjective referring to linguistic analyses which lay emphasis on relatively abstract conceptions of language structure.

**general linguistics** A broad term for investigations which are concerned with the nature of language, procedures of linguistic analysis, etc. without considering to what use these can be put. It contrasts explicitly with *applied linguistics*.

**generative** A reference to a type of linguistic analysis which relies heavily on the formulation of rules for the exhaustive description (generation) of the sentences of a language.

**head** The centre of a phrase or sentence which is possibly qualified by further optional elements, in the phrase *these bright new signs* the head is *signs* as all other elements refer to it and are optional. The term is also used in lexicology to refer to the determining section of a compound; in *family tree*, the element *tree* is head and *family* is modifier. This has consequences for grammar, especially in synthetic languages, such as German where in a compound like *Stammbuch* the gender is neuter (with *das*) because the head *Buch* is although the modifying word is masculine (*der Stamm*).

**hierarchy** Any order of elements from the most central or basic to the most peripheral, e.g. a hierarchy of word classes in English would include nouns and verbs at the top and elements like adjectives and adverbs further down with conjunctions and subordinators still further down. The notions of top and bottom are intended in a metaphorical sense.

**idealisation** A situation where the linguist chooses to ignore details of language use for reasons of greater generalisation.

**language** A system which consists of a set of symbols (sentences) — realised phonetically by sounds — which are used in a regular order to convey a certain meaning. Apart from these formal characteristics, definitions of languages tend to highlight other aspects such as the fact that language is used regularly by humans and that it has a powerful social function.

**lay speaker** A general term to refer to an individual who does not possess linguistic training and who can be taken to be largely unaware of the structure of language.

**level** A reference to a set of recognisable divisions in the structure of natural language. These divisions are largely independent of each other and are characterised by rules and regularities of organisation. Traditionally five levels are recognised: phonetics, phonology, morphology, syntax, semantics. Pragmatics may also be considered as a separate level from semantics. Furthermore levels may have subdivisions as is the case with morphology which falls into inflectional and derivational morphology (the former is concerned with grammatical endings and the latter with processes of word-formation). The term 'level' may also be taken to refer to divisions within syntax in generative grammar.

**linguistics** The study of language. As a scientific discipline built on objective principles, linguistics did not develop until the beginning of the 19th century. The approach then was historical as linguists were mainly concerned with the reconstruction of the Indo-European language. With the advent of structuralism at

the beginning of the 20th century, it became oriented towards viewing language at one point in time. The middle of this century saw a radically new approach — known as generative grammar — which stressed our unconscious knowledge of language and underlying structures to be found in all languages.

**linguistic determinism** Refers to the view, propounded by Edward Sapir and Benjamin Lee Whorf, that language determines the way in which people think. Also termed the *linguistic relativity hypothesis*.

**marked** A term used to state that a particular form is statistically unusual or unexpected in a certain context. For instance zero plurals in English such as *sheep* or *deer* are marked.

**metalanguage** The language which is used to discuss language; see also *object language*.

**metaphor** An application of a word to another with which it is figuratively but not literally associated, e.g. *food for thought*. This process is very common in the use of language and may lead to changes in grammar as with the verb *go* in English where its spatial meaning has come to be used metaphorically for temporal contexts as in *He's going to learn Russian*.

**onomastics** The linguistic study of names, both personal and place names. This field is particularly concerned with etymology and with the general historical value of the information which names offer the linguist.

**paradigm** The set of forms belonging to a particular word-class or member of a word-class. A paradigm can be thought of as a vertical list of forms which can occupy a slot in a syntagm. Pronounced [ˈpærədaɪm].

**parameter** Any aspect of language which can obtain a specific value in a given language, e.g. canonical word-order which can have the verb in a declarative sentence either before the subject, after the subject or after both subject and object. Contrast *principle* in this respect.

**performance** The actual production of language as opposed to the knowledge about the structure of one's native language which a speaker has internalised during childhood (*see* Competence).

**productivity** A reference to the extent that a given process is *not* bound in its application to a certain input. For instance the prefixation of *re-* to verbs in modern English is productive because this can be done with practically all verbs, e.g. *re-think*, *re-do*, *re-write*. The term also refers — in syntax — to the ability of speakers to produce an unlimited number of sentences using a limited set of structures.

**psychological reality** The extent to which the constructs of linguistic theory can be taken to have a basis in the human mind, i.e. to somehow be reflected in human cognitive structures. Many linguists are divided on this issue, one extreme claiming that this requirement of a theory is not necessary, other saying that it is the ultimate test of any respectable theory.

**reflexiveness** The possibility of using language to talk about language; this is one of its delimiting characteristics with respect to other communication systems.

**rhetoric** The technique of speaking effectively in public. Regarded in the past as an art and cultivated deliberately.

**root** 1) In grammar the unalterable core of a word to which all suffixes are added, e.g. *friend* in *un-friend-li-ness*. 2) In etymology, the earliest form of a word. 3) In phonetics, the part of the tongue which lies furthest back in the mouth.

**Sapir-Whorf hypothesis** The notion that thought is determined by language. While few linguists nowadays accept this strict link, there would seem to be some truth to the postulation of the two American anthropologists/linguists.

**sign language** A communication system in which people use their hands to convey signals. In recent years sign language has been the object of linguists' attention and has come to be regarded as a fully-fledged system comparable to natural language with those individuals who are congenitally deaf and who learn sign language from childhood.

**structuralism** A type of linguistic analysis which stresses the interrelatedness of all levels and sub-levels of language. It was introduced at the beginning of the century by Ferdinand de Saussure (1857-1913) as a deliberate reaction to the historically oriented linguistics of the 19th century and subsequently established itself as the standard paradigm until the 1950's when it was joined, if not replaced, by generative grammar.

**synchronic** A reference to one point of time in a language. This may be the present but need not be. Forms a dichotomy with *diachronic*. Structural studies of language are usually synchronic and the Indo-Europeanists of the 19th century were diachronic in their approach.

**taxonomic** A reference to linguistics in which the main aim is to list and classify features and phenomena. It is usually implied that no attempt for linguistic generalisations is made.

**theoretical linguistics** The study of the structure of language without any concern for practical applications which might arise from one's work.

**underlying representation** A representation of what is assumed by the linguist to be the structure which lies behind or forms the initial stage in the generation of a surface structure item. For instance one could say that /di:b/ is the underlying representation for German 'thief' and that the surface form [di:p] arises through the application of an automatic rule of final devoicing.

**unproductive** Refers to a process which is bound to specific lexemes and hence cannot be used at will by speakers, e.g. umlaut is an unproductive process in German because it cannot be applied in plural formation with new words. Unproductive processes can nonetheless be statistically common, again umlaut is unproductive but occurs with words which have a high frequency in German because they belong to the core of the language — mainly names of beings, parts of the body, etc.

**zero** Any element which is postulated by the linguist but which has no realisation in language, e.g. the plural morpheme which some linguists might assume to be present, but not realised, in a word like *die Wagen*.

## ILOVALAR:

Fanning o'quv dasturi;
testlar;
baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar;
o'quv-uslubiy majmualarini tayyorlash bo'yicha tavsiyalar

**O‘ZBEKISTON RESPUBLIKASI**  
**OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**NAMANGAN DAVLAT CHET TILLARI INSTITUTI**

**INGLIZ TILI AMALIY KURSI KAFEDRASI**

«TASDIQLAYMAN»

O‘quvishlaribo‘yichaprorektor  
\_\_\_\_\_PhD.P.Lutfulayev

«\_\_\_» \_\_\_\_\_2023 yil

**Qiyosiy tilshunoslik**

fanining

**O‘QUV DASTURI**

**Bilim sohasi: 200000 – San‘at va gumanitar fanlar**

**Ta‘lim sohasi: 230000 – Tillar**

**Ta‘lim mutaxassisligi: 70230101 - Lingvistika (ingliz tili)**

**Namangan – 2023/2024**

<b>Fan/modulkodi</b> 326QTSKH24	<b>O'quvli</b> 2023- 2024	<b>Semestr</b> 5	<b>ECTS–Kreditlar: 4</b>	
<b>Fan/modulturi:</b> Majburiy	<b>Ta'lim tili:</b> Ingliz		<b>Haftadagidarssoatlari:</b> 4	
<b>1.</b>	Fanning nomi	Auditoriyamashgulari (soat)	Mustaqil'ta'lim (soat)	Jami yuklama (soat)
	<b>Qiyosiy tilshunoslik</b>	<b>60</b>	<b>60</b>	<b>120</b>
<b>2.</b>	<p><b>1-Faning mazmuni</b></p> <p><b>Fanning maqsadi</b> – Magistratura bosqichi talabalariga mo'ljallangan “Qiyosiy tilshunoslik” fani bakalavriat bosqichidagi “O'rganilayotgan chet tili va ona tillarining qiyosiy tipologiya”si fani bilan uzviy bog'liq bo'lib, uning mantiqiy davomi hisoblanadi. “Qiyosiy tilshunoslik” fani magistrantlarning chet tili bo'yicha kommunikativ kompetensiyani, ya'ni lingvistik, sociolingvistik, milliy-madaniy, strategik, ijtimoiy, o'quv-kognitiv kompetensiyalarini takomillashtirishga xizmat qiladi.</p> <p>Fanning maqsadi: <input type="checkbox"/> qiyosiy tilshunoslikning zamonaviy yo'nalishlari va fanning fundamental masalalari bo'yicha nazariy bilim berish;</p> <p><input type="checkbox"/> jahon va O'zbekiston tilshunos olimlarining qiyosiy tilshunoslik sohasida yaratgan va ma'lum darajada muhim ahamiyatga molik nazariy ishlari bilan tanishtirish;</p> <p><input type="checkbox"/> mustaqil ilmiy-tadqiqot ish olib borish ko'nikmalarini shakllantirishdan iborat.</p> <p><b>Fanning vazifasi:</b></p> <p><input type="checkbox"/> qiyosiy tilshunoslik fanining ilmiy apparati, uning asosiy yo'nalishlari va dolzarb muammolari bilan tanishtirish;</p> <p><input type="checkbox"/> fan muammolari buyicha ilmiy-tadqiqot ishlari olib borish uchun zamonaviy metodlarni o'rgatish;</p> <p><input type="checkbox"/> magistratura bosqichi talabalarining tillarni qiyoslash sohasidagi nazariy bilimlarini chukurlashtirish va qiyoslanayotgan tillar tuzilmalaridagi o'xshashlik va farqlarni aniqlash;</p> <p><input type="checkbox"/> turli konsepsiyalarni tanqidiy baholash va ularni qiyoslanayotgan tillarning materiali asosida tahlil qilish; <input type="checkbox"/> lingvistikaning zamonaviy yo'nalishlarida qiyosiy-tipologik tadqiqotlar olib borishga o'rgatishdir.</p>			

<p>3.</p>	<p><b>1- Asosiy nazariy qism (ma`ruza mashg`ulotlari)</b>  <b>Fan tarkibiga quydagi mavzular kiradi:</b></p> <p style="text-align: center;"><b>1-mavzu. Qiyosiy tilshunoslik faniga kirish</b></p> <p>Tilshunoslik fanining bir tarmog'i bo'lmish qiyosiy tilshunoslik fanining asosiy mazmuni. Fanning o'qitishning maqsad va vazifalari, uning predmeti va ob'ekti. Qiyosiy tilshunoslikning dolzarb masalalari to'g'risida umumiy ma'lumotlar. Qiyosiy tilshunoslik fanining zamonaviy yo'nalishlari.</p> <p><b>Qiyosiy tilshunoslikda ishlatiluvchi asosiy atamalar talqini:</b> lingvistik – nolingvistik tipologiya, qiyoslash turlari: ichki – tashqi, substansional – nosubstansional; “shakldan-ma'noga” va “ma'nodan-shaklga” tamoyilining ishlatilishi, tilda tip tushunchasi, metatil tushunchasi va uning tillarni qiyosiy o'rganishdagi roli, til universalialari va ularning qiyoslanayotgan tillarda namoyon bo'lishi, izomorfizm va allomorfizm tushunchalari, qiyoslashda sinxron va diaxron yondashuv va h.k.</p> <p style="text-align: center;"><b>2-mavzu. Turli til sistemalarini qiyosiy o'rganishning zamonaviy metodlari va metodologiyasi(6 soat)</b></p> <p>Qiyosiy-tarixiy metodning paydo bo'lishi. F.Bopp, R.K. Rask, A.fon Shlegel', V.fon Shlegel', Ya.Grimm kabi olimlarning ushbu metod shakllanishiga qo'shgan hissasi. Qiyosiy metod qiyosiy tilshunoslik fanining asosiy qo'llaniladigan metodi sifatida. An'anaviy metodlarning qiyosiy tilshunoslik fanida foydalanilishi: komponent tahlil, transformasion tahlil, lingvostatistik tahlil kabilar. Lingvomadaniyatshunoslik sohasida qo'llaniladigan metodlar: dominant tahlil, diskurs tahlil, klaster tahlili, konseptual tahlil kabilar.</p> <p style="text-align: center;"><b>3-mavzu. Tipologik tadqiqotlar tarixi</b></p> <p>Tipologik tadqiqotlar tarixi. T. A. Amirova va B. A. Ol'xovikov hamda G. S. Klichkovlar tomonidan ishlab chiqilgan tilshunoslik tarixi rivojlanishidagi asosiy bosqichlar. Qiyosiy tilshunoslikning fan sifatida shakllanishi va rivojlanishi haqida D.J. Buranov taklif qilgan klassifikasiya:</p> <ul style="list-style-type: none"> <li>- lingvistikaga oid ishlarning ilk marta paydo bo'lishi;</li> <li>- A.Arno va K.Lanslo tomonidan yaratilgan “Por-royal' grammatikasi”,</li> </ul>
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M.Qoshg'oriyning "Devonu lug'atit-turk" asari, A.Navoiyning "Muhokamatul lug'atayn" asari;

- qiyosiy-tarixiy tilshunoslikning fan sifatida shakllanishi.

#### **4-mavzu. Qiyosiy tilshunoslikda kategoriyalash muammolari**

Qiyosiy tilshunoslikda kategoriyalash muammolari. Grammatik kategoriya haqida ta'limot. Grammatik va mantiqiy kategoriyalar o'rtasidagi mutanosiblik. Tushuncha kategoriyalari. Funksional-semantik kategoriyalar. Grammatik-leksik maydon.

Tipologik kategoriyalar. Tipologik ma'no va tipologik forma. Tipologik kategoriyaning tillararo, yaruslararo va so'z turkumlariaro xususiyatlari. Tipologik kategoriyalarning ifodalanishdagi mazmun va ifoda planlari birliklarining tillararo aloqasi.

Ifoda planidagi til tizimi o'lchov birliklarining tillararo adekvatligi va adekvat emasligi, ularning yaruslararo sinonimligi, ularning taskonomik masalalari. Tilning boshqa sathlarini tadqiq etishda kategoriyalash muammolari. Tilning leksik sathini tadqiq etishda kategoriyalash muammolari. Leksikani tizim sifatida qaralishi va tipologik yondashish imkoniyatlari.

#### **5-mavzu. Turli tillarning barcha sathlarida chog'ishtirma tadqiqot muammolari**

Lingvistik, lingvodidaktik va tarjima maqsadlarda turli qardosh va qardosh bo'lmagan tillarning barcha sathlarida (fonetika va fonologiya, orfologiya va sintaksis, leksika va frazeologiya) chog'ishtirma tadqiqot muammolari. Interferensiya muammolari.

#### **6-mavzu. Lingvistikaning zamonaviy yo'nalishlarida qiyosiy-tipologik tadqiqotlar**

a) Madaniyatlararo muloqot: Madaniyatlararo aloqaning lingvistik asoslari; til va madaniyatlararo kommunikasiya; qardosh va qardosh bo'lmagan tillarning milliy – madaniy xususiyatlarini aniqlash muammolari; biologik va ijtimoiy jins tushunchalarining farqlanishi; ayol va erkak nutqiy xulqiga oid xususiyatlarni o'rganish; qiyoslanayotgan tillar milliy-madaniy xususiyatlarining barcha til sathlarida namoyon bo'lishi.

b) Gender lingvistikasi: Qiyoslanayotgan tillarda grammatik rod kategoriyasi muammosi; "ayol" jinsini "erkak" jinsi bilan taqqoslashdagi ijtimoiy, madaniy va psixologik aspektlar; gender tushunchasini

etnomadaniy an'ana va tilning milliy o'ziga xosligi nuqtai nazaridan o'rganish va taqqoslash; gender faktorlarining madaniyatlararo kommunikasiya jarayoniga ta'siri.

### **Qiyosiy tilshunoslik fanidan ma'ruza mashg'ulotlari taqsimoti**

#### **5-semestr**

<b>№</b>	<b>Mavzu</b>	<b>Soat</b>
1	Qiyosiy tilshunoslik faniga kirish	4
2	Turli til sistemalarini qiyosiy o'rganishning zamonaviy metodlari va metodologiyasi	6
3	Tipologik tadqiqotlar tarixi	4
4	Qiyosiy tilshunoslikda kategoriyalash muammolari	6
5	Turli tillarning barcha sathlarida chog'ishtirma tadqiqot muammolari	4
6	Lingvistikaning zamonaviy yo'nalishlarida qiyosiy-tipologik tadqiqotlar	6
	<b>Jami</b>	<b>30</b>

### **III.Seminar mashg'ulotlari bo'yicha ko'rsatma va tavsiyalar**

Seminar mashg'ulotlari multimedia vositalari bilan jihozlangan auditoriyada seminar guruhga bir o'qituvchi tomonidan o'tkazilishi lozim. Seminar mashg'ulotlarida talabalar zamonaviy lingvistika fani bo'yicha ma'ruzada olgan bilim va ko'nikmalarini ushbu fandagi turli tamoyillarni amaliy masalalar, amaliy mashqlar, taqdimotlar, guruh muzokaralari orqali yanada boyitadilar. Shuningdek, darslik va o'quv qo'llanmalar asosida talabalar bilimlarini mustahkamlashga erishish, tarqatma materiallardan foydalanish, ilmiy maqolalar vatezislarni chop etish orqali talabalar bilimini oshirish, mavzular bo'yicha taqdimotlar, bahs-munozaralar, guruh muzokaralar o'tkazish va boshqalar tavsiya etiladi.

### **Qiyosiy tilshunoslik fanidan seminar mashg'ulotlari taqsimoti**

#### **5-semestr**

<b>№</b>	<b>Mavzu</b>	<b>Soat</b>
1	Qiyosiy tilshunoslikning dolzarb masalalari to'g'risida umumiy ma'lumotlar.	2
2	Tipologik tadqiqotlarning zamonaviy yo'nalishlari haqida	2
3	Qiyosiy tilshunoslik shakllanishi va rivojlanishining asosiy bosqichlari va faktorlari	2
4	Qiyosiy tilshunoslikning leksikografiya, stilistika, tarjima nazariyasi va til uqitish metodikasi kabi fanlar bilan uzviy bog'likligi.	2
5	Lingvistikaning zamonaviy yo'nalishlaridagi qiyosiy-tipologik tadqiqotlar	2
6	Qiyosiy tilshunoslikda kategoriyalash muammolari	2

4.

	7	Tipologik kategoriyalar	2												
	8	Tilning leksik satxini tadqiq etishda kategoriyalash muammolari	2												
	9	Turli tillarning barcha sathlaridagi chog'ishtirma tadqiqot muammolari	2												
	10	Interferensiya muammolari	2												
	11	Turli til sistemalarini qiyosiy o'rganishning zamonaviy metodlari va metodologiyasi	2												
	12	Tilning tovush sistemasini qiyosiy-tipologik o'rganish muammolari	2												
	13	Tilning morfologik sistemasini qiyosiy-tipologik o'rganish muammolari	2												
	14	Tilning sintaktik sistemasini qiyosiy-tipologik o'rganish muammolari	2												
	15	Tilning frazeologik sistemasini qiyosiy-tipologik o'rganish muammolari	2												
		<b>Jami</b>	<b>30</b>												
5.	<p><b>IV. Mustaqil ta'lim va mustaqil ishlar</b></p> <p>Magistrantlarning mustaqil ishi dasturning asosiy bo'limlari asosidarejalashtiriladi va quyidagi ish turlarini nazarda tutadi:</p> <ul style="list-style-type: none"> <li>•amaliy til materialini yig'ish, kartochkalar tuzish, kognitiv lingvistikaning nazariy va amaliy muammolari bo'yicha testlar tuzish;</li> <li>•ma'lum bir til sathiga tegishli til birliklarini egallangan bilim va ko'nikmalarga asoslanib tahlil qilish va prezentatsiya qilish;</li> <li>•darslik va o'quv qo'llanmalar, maxsus adabiyotlar bo'yicha fan bo'limlari va mavzularini o'rganish va ustida ishlash;</li> <li>•ma'ruza kursining ma'lum bir qismlari bo'yicha prezentatsiyalar va ma'ruza fragmentlarini tayyorlash;</li> <li>•tanlangan mavzu bo'yicha referatlar yozish va loyihalar tayyorlash;</li> <li>•o'rganilayotgan chet tili lisoniy materiali yoki adabiyoti materiali asosida konseptual tahlil metodlarini qo'llagan holda til va tafakkur munosabatlarini, milliy dunyoqarashning xususiyatlarini, lisoniy-kognitiv foliyatning milliy madaniy xususiyatlarini tahlil etish;</li> <li>•zamonaviy lingvistikaning asosiy muammolari bo'yicha ilmiy tadqiqot olib borish.</li> </ul> <p>Mustaqil o'zlashtiriladigan mavzular bo'yicha talabalar tomonidan ilmiy loyihalar, portfoliolar tayyorlash va uni taqdimot qilish tavsiya etiladi</p> <p style="text-align: center;"><b>Qiyosiy tilshunoslik fanidan mustaqil ta'lim mavzulari taqsimoti</b></p> <table border="1"> <thead> <tr> <th>№</th> <th>Mavzu</th> <th>Soat</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Tillarning geneologik tasnifi. Tillarning tipologik yoki morfologik tasnifi.</td> <td>4</td> </tr> <tr> <td>2</td> <td>Tillar qarindoshligi hakida ma'lumot.</td> <td>4</td> </tr> <tr> <td>3</td> <td>Izomorflik va allomorflik tushunchalari. Sinxron va diaxron</td> <td>4</td> </tr> </tbody> </table>			№	Mavzu	Soat	1	Tillarning geneologik tasnifi. Tillarning tipologik yoki morfologik tasnifi.	4	2	Tillar qarindoshligi hakida ma'lumot.	4	3	Izomorflik va allomorflik tushunchalari. Sinxron va diaxron	4
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	atamalari haqida ma'lumot	
4	Til universaliyasi haqida ta'limot; uning qiyoslanayotgan tillarda namoyon bo'lishi	4
5	Kategoriylash muammosini urganilish tarixi. Grammatik kategoriylarning paydo bulishi. Grammatik signal haqida ta'limot.	4
6	Kategoriya va maydon atamasining farqli tomonlari.	4
7	Grammatik kategoriya nazariyasi. Ifoda va mazmun planlari haqida ta'limot	4
8	So'z yasashning asosiy usullari. So'zning strukturaviy xususiyatlari.	4
9	O'zak va affiksial morfemalarning tiplari	4
10	Til va madaniyat.	4
11	Kognitiv lingvistika haqida ta'limot	4
12	Nutqiy muloqot xususiyatlari	4
13	Leksikografiya, stilistika, tarjima nazariyasi va til o'qitish metodikasi fanlarining xususiyatlari haqida	4
14	Qiyoslanayotgan tillarning fonologik, grammatik, semantik, etimologik, leksik va stilistik xususiyatlari haqida	6
	Jami	60
<b>6.</b>	<b>V.Fan o'qitilishining natijalari (shakllanadigan kompetentsiyalar)</b> Fanni o'zlashtirish natijasida talaba: <ul style="list-style-type: none"> <li>- Fanning mohiyati, tarixi va asosiy rivojlanish bosqichlari;</li> </ul> lingvodidaktika sohasidagi yangi ilmiy yutuqlar borasida tasavvurga va bilimga ega bo'lishi; <ul style="list-style-type: none"> <li>- grammatika, fonetika va leksikani samarali o'qitish va o'rganishga mo'ljallangan materiallarni tahlil qilish; til tizimlarini kommunikativ yondashuv asosida o'qitish va o'rganishga mo'ljallangan materiallarni to'play olish; chet tili o'qituvchisiga xos til ko'nikmalarini amaliy tarzda qo'llash ko'nikmalariga ega bo'lishi;</li> <li>- o'quv adabiyotlarni tahlil qilish va ularni til o'rganayotganlar ehtiyojiga ko'ra tanlash; turli autentik materiallarni tanlash va ular asosida tegishli vazifalar ishlab chiqish; yordamchi materiallar jumladan, ko'rgazmali, tarqatma materiallar, audio va video materiallar yarata olish malakalariga ega bo'lishi kerak.</li> </ul>	
<b>7.</b>	<b>VI. Ta'lim texnologiyalari va metodlari:</b> Fanni o'zlashtirish uchun o'qitishning zamonaviy pedagogik va axborot texnologiyalaridan keng foydalaniladi: portfolio tayyorlash, guruhli muzokaralar, jamoa loyihalari, juftliklar bo'lib topshiriqlarni bajarish, yakka holda ma'lum mavzu bo'yicha prezentatsiyalar qilish, davra suhbatlari	

	<p>o'tkazish, diskussiya, klaster, bahs-munozara, reflektiv usullar (tahlil, qiyoslash, sintez, baholash). Axborot texnologiyalari, jumladan, multimedia vositalari yordamida mashg'ulotlar tashkilotiladi, Power Point, Prezi dasturlari yordamida prezentatsiyalar yaratiladi. MOODLE platformasiga fan bo'yicha darslik va o'quv qo'llanmalar, media resurslar va testlar joylashtiriladi.</p>
<p>9.</p>	<p><b>VII. Kreditlarni olish uchun talablar:</b></p> <p>Fanga oid terminologik apparat, qonuniyatlar va asosiy tushunchalarni bilishi; zamonaviy lingvistik yo'nalishlarining asosiy tamoyillari va ularning xususiyatlarini bilishi; zamonaviy lingvistik yo'nalishlarining asosiy tushunchalariga ilmiy izoh bera olishi va ushbu tushunchalarini o'z ilmiy tadqiqotlarida qo'llay olishi; lisoniy materialni lingvopragmatik jihatlarini aniqlash hamda tahlil qilish; muayyan nazariy masalalarga oid fikrlarni bayon etish, ayni fikrlarga nisbatan tanqidiy munosabatini shakllantirish va ifodalash; ilmiy tadqiqot jarayonida dolzarb masalalarni aniqlay olish va til birliklarini tahlil qilishda ularning yechimini topa olish; egallagan bilimlarni o'z ilmiy tadqiqot amaliyotida qo'llashni bilish hamda joriy, oraliq va yakuniy nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish va topshirish.</p>
<p>10</p>	<p style="text-align: center;"><b>Asosiy adabiyotlar</b></p> <ol style="list-style-type: none"> <li>1. Abdurazakov A.A. Elementi obshey i sravnitel'noy fonologii. Tashkent, "FAN", 1981.</li> <li>2. Abdurazakov M.A. Ocherki po sopostavitel'nomu izucheniyu razno-sistemnix yazikov. Tashkent, «FAN», 1973.</li> <li>3. Buranov J.B. Sravnitel'naya tipologiya angliyskogo i tyurkskix yazikov. M., 1983.</li> <li>4. Bo'ronov J. Ingliz va o'zbek tillari qiyosiy grammatikasi. T.: O'qituvchi, 1973.</li> <li>5. Besch Werner / Wolf Norbert Richard. Geschichte der deutschen Sprache. –Berlin: Erich Schmidt Verlag, 2009.</li> <li>6. Binder H., Buhlmann R. Hinf'hrung zur naturwissenschaftlich-technischen Fachsprache. Elektronik/Informatik.- M'nchen: Max H'ber Verlag, 1995</li> </ol>

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11	<p><b>Fanning o'quv dasturi NamDCHTI o'quv-uslubiy Kengashining 2023-yil ___-sentabrdagi ___-sonli bayonnomasi bilan ma'qullangan.</b></p> <p><b>Fan va modul uchun mas'ullar:</b></p> <p>N.Dosbayeva – Namangan davlat chet tillari instituti, Jahon tillari fakulteti Ingliz tili amaliy kursi kafedراسi dotsenti</p> <p><b>Taqrizchilar:</b></p> <p>I.Umrzaqov– Namangan davlat chet tillari instituti, Jahon tillari fakulteti Ingliz tili va adabiyoti kafedراسi mudiri, PhD, A.Ermirzayev – Namangan davlat chet tillari instituti, Jahon tillari fakulteti Ingliz tili amaliy kursi kafedراسi mudiri, PhD.</p>
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1. General typology combines two types of typologies
  - a) Lexical and Semantic
  - b) Linguistic and non-linguistic
  - c) Structural and Areal
  - d) Phonetic and Phonological
  
2. Non-linguistic typology as a method of comparison serves in...
  - a) Linguistics
  - b) All sciences besides linguistics
  - c) Literature
  - d) General Linguistics and Literature
  
3. ...deals with the languages which are genetically related both synchronically and diachronically
  - a) Comparative Typology
  - b) Areal Typology
  - c) Genetic Typology
  - d) Structural Typology
  
4. Linguistic Typology deals with ...
  - a) Language systems in comparison
  - b) Psychology
  - c) Mathematics
  - d) Literature
  
5. According to the object of comparison Comparative Typology consists of:
  - a) Genetic, comparative, areal, structural
  - b) Semantic, formal
  - c) Syntactic, structural, areal, lexical
  - d) Phonetic, phonological, morphological, syntactic, lexical
  
6. Comparative method has ...
  - a) Typological investigation
  - b) Grammatical features
  - c) Universal features
  - d) General features
  
7. Internal approach to language description deals with...
  - a) Non-related languages
  - b) The system of any concrete national language
  - c) Related languages

d) All languages

8. External approach to language description deals with...

- a) Non-related languages
- b) The cross-language description
- c) All languages
- d) Related languages

9. Comparative-historical linguistics is...

- a) Comparative-historical studies of languages in their development
- b) Comparative-scientific studies of languages in their development
- c) Content approach to comparison
- d) One – level approach to comparison

10. Diachronic development means the development of some linguistic phenomena from...

- a) From historical viewpoint
- b) Modern viewpoint
- c) Linguistic viewpoint

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d) Grammatical viewpoint

11. The first period is named spontaneous which was over ...

- a) In the XX century
- b) In the XI century
- c) Not long before the Renaissance
- d) In the XIV century

12. Division of Comparative Typology with respect to two plans of language:

- a) Formal, semantic
- b) Comparative, structural, areal, genetic
- c) Phonetic, phonological, morphological, syntactic, lexical
- d) Formal, semantic, areal, genetic

13. Port-Royal grammar is considered to be ...

- a) Practical grammar
- b) Theoretical grammar
- c) Universal grammar
- d) English grammar

14. When was Port-Royal grammar written

- a) 2009
- b) 1660
- c) 1700

d) 1669

15. What did Mahmud Kashgariy do by analyzing a group of Turkic languages

- a) He defined the level of their genetic relationship to each other
- b) He found out Language Universals
- c) He analyzed the lexical units of all Turkic languages
- d) He compared all language of the world

1. The smallest unit of sound distinguishing meaning is called a ...

- a) phone
- b) morpheme
- c) phoneme
- d) allophone

2. A fricative and an affricate differ in ...

- a) pressure phase and friction phase
- b) Nothing
- c) place of articulation
- d) the manner of articulation

3. A voiced and a voiceless sound differ in ...

- a) There is no difference
- b) the direction of the air stream
- c) aspiration
- d) vocal chord action

4. In which of these words is the vowel the shortest?

- a) bean
- b) bead
- c) bee
- d) beat

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5. ... which is mainly concerned with the functioning of phonetic units in the language.

- a) segmental phonetics;
- b) practical phonetics;
- c) suprasegmental phonetics;
- d) theoretical phonetics.

6. The branch of phonetics that studies the linguistic function of consonant and

vowel sounds, syllable structure, word accent and prosodic features, such as pitch, stress and tempo is called ...

- a) phonology;
- b) instrumental phonetics;
- c) practical phonetics;
- d) theoretical phonetics;

7. ... studies the larger units of connected speech syllables, words, phrases, texts.

- a) segmental phonetics;
- b) theoretical phonetics;
- c) practical phonetics;
- d) suprasegmental phonetics.

8. How many vowels are there in the English, Russian and Uzbek languages?

- a) 20, 6, 6
- b) 18, 6, 10
- c) 19, 6, 6
- d) 24, 10, 6

9. What language classifies vowels into short and long according to the length

- a) Russian
- b) English
- c) Uzbek
- d) Polish

10. According to the palatalization of the tongue, what language has soft and hard consonants?

- a) English
- b) Uzbek

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- c) Russian
- d) Polish

11. According to the passive organs of speech, consonants are divided into:

- a) Labial
- b) Dental and alveolar
- c) Sonorant
- d) Fricative

12. A special prominence given to one more syllable in a word is:

- a) The pause
- b) The rhythm
- c) The melody
- d) The stress

13. Which language has free word stress?

- a) Russian and English
- b) Czech and Slovak
- c) French
- d) Kazakh

14. What is a syllable?

- a) Morphemic structure of the word
- b) One of the speech sounds
- c) The shortest segment of speech sounds
- d) Segmental structure of the word

15. Find the correct answer where English and Uzbek stress position is correctly shown.

- a) words in English have mostly 1st syllable stressed position and Uzbek last syllable stressed position
- b) words in Uzbek have mostly 2nd syllable stressed position and English 1st syllable stressed position
- c) there is no stable stress position in both languages
- d) words in Uzbek and English have free syllable stressed position

1. How many types of categories of grammar may be?

- a) Three
- b) One
- c) Two

2. Find the difference between primary and secondary categories of grammar.

- a) Secondary grammar categories study number, case, gender for nouns, tense, voice, aspect, mood, person, degrees of comparison for adjectives and so on and primary grammar categories study synthetic relations between words.
- b) primary grammatical categories deal with parts of speech, whereas secondary grammatical categories deal with within every part of speech separately
- c) None

3. What is a morpheme?

- a) the units of the morphological level
- b) grammatical category within every part of speech
- c) an association of a given meaning with a given sound pattern

4. Find right parts of words sportive and elegant.

- a) sport, sportive; elegant: eleg-, -ive, -ant
- b) sport, sportive; elegant, elegative
- c) sport, sportive; elegant, eleg.

5. Who developed first the morphological typology?
  - a) Wilhelm von Humboldt
  - b) Peter Stephen DuPonceau
  - c) brothers Friedrich von Schlegel and August von Schlegel

Exercise#2. Read the statements below and choose whether they are True or False.

1. \_\_\_\_\_ Morphological typology studies the units of the morphological syntactic level.

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2. \_\_\_\_\_ Morphological typology is a way of classifying the languages of the world that groups languages according to their common morphological structures.

3. \_\_\_\_\_ Morphemes occur in speech only independently, not as constituent parts of words.

4. \_\_\_\_\_ Brothers Friedrich von Schlegel and August von Schlegel distinguished two types of languages which form words by combining morphemes.

5. \_\_\_\_\_ In analytic languages grammatical categories are not indicated by word order or by bringing in additional words.

6. \_\_\_\_\_ Synthetic languages form words by affixing a given number of dependent morphemes to a root morpheme.

7. \_\_\_\_\_ In synthetic languages context and syntax are more important than morphology.

8. \_\_\_\_\_ Agglutinative languages tend to have a high number of morphemes per word, and their morphology is highly regular.

9. \_\_\_\_\_ Wilhelm von Humboldt proposed a third category for classifying languages, a category that he labeled "fusional".

10. \_\_\_\_\_ A feature of polysynthetic languages is commonly expressed as "the ability to form words that are equivalent to whole sentences in other languages".

1. According to the relations of elements, languages are classified into...

- a) Agglutinative, Flexional, Isolating, Polysynthetic
- b) Flexional, Agglutinative, Polysynthetic, Monosynthetic
- c) Polysynthetic, Flexional, Non-flexional, Isolating
- d) Isolating, Non-agglutinative, Polyflexional, Polysynthetic

2. Category of plurality can be expressed in Modern English by

- a) Morphological means, Phono-morphological
- b) Morphological means, Syntactic means, Phono-morphological, Lexical
- c) Syntactic means, Lexical
- d) Phono-morphological, Lexical

3. Choose the right answer:

- a) Gender is a lexical-grammatical category
- b) Gender is used to denote biological notions
- c) Gender is a lexical-grammatical category. Sex is used to denote biological notions and it is usually used for animate objects
- d) Sex is usually used for animate objects

4. Choose the variant with grammatical category of gender

Grammatical forms

English Uzbek Russian

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- a) Very big house
- b) пожилой мужчина
- c) Her beautiful face
- d) Green tree

5. Primary grammatical categories are...

- a) The category of gender
- b) Verbal categories
- c) Parts of speech
- d) Degrees of comparison

6. Secondary grammatical categories are...

- a) Noun
- b) Verb
- c) Categories within every part of speech
- d) Article

7. The category of plurality is expressed by morphological means... choose the correct answer

- a) boy - boys
- b) much milk

- c) class - people
- d) foot – feet

8. The category of plurality is expressed by phono-morphological means...

- a) Class – people
- b) tooth – teeth
- c) Girl - girls
- d) a lot of students

9. The category of plurality is expressed by syntactic means...

- a) Goose – geese
- b) flower - flowers
- c) class – people
- d) A lot of English books

10. Traditional grammatical categories consist of:

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- a) Grammatical categorization
- b) Grammatical form and grammatical meaning
- c) Analysis and synthesis
- d) Grammatical analysis

11. What are the types of languages due to typological classification?

- a) Isolating, polysynthetic, agglutinative, flexional
- b) Diachronic and synchronic
- c) Polysynthetic, isolating, agglutinative, flexional
- d) Isolating, agglutinative

12. What is the type of language that is characterized by the absence of inflections and affixational morphemes expressing word relations?

- a) Isolating
- b) Agglutinative
- c) Flexional
- d) Polysynthetic

13. What language has non –developed morphology?

- a) Uzbek
- b) Latin
- c) English
- d) Chinese

14. What languages does dual number exist in?

- a) Sanscrit, Greek, Old English
- b) Modern English, French, Uzbek

- c) Russian, German, Chinese
- d) English, Chinese, French

15. What are languages given below genetically differently related ones?

- a) Russian and Uzbek
- b) English and Russian
- c) Uzbek and Kazakh
- d) Kirgiz and Russian

1. Which of these is the best definition of syntax?

- a) The study of the rules governing specifically the sounds that form words.
- b) The study of the rules governing sentence formation.
- c) The study of the rules governing word formation.
- d) The study of the rules governing supra-segmental elements of the language?

2. Which Typology studies the syntactic structure of different languages?

- a) Syntactic
- b) Lexical and grammatical
- c) Phonetic and phonological
- d) Semantic and formal

3. Syntactic typology studies...

- a) parts of speech
- b) word level
- c) phoneme level
- d) sentence level and phrase level

4. Which of these morphemes can the majority of English nouns have added to them?

- a) -ing
- b) -er
- c) -s
- d) un-

5. In which sentence do the dots replace a noun?

- a) They can ... them
- b) They can ...
- c) He has no ...
- d) They ... him

6. Identify this sentence according to its type: "The old hotel at the end of the street is going to be knocked down at the beginning of next year."

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- a) complex

- b) compound
- c) simple
- d) compound-complex

7. What must every correct sentence have a ...?

- a) transition word
- b) subject and predicate
- c) conjunction and verb
- d) dependent and independent clause

8. In Russian nouns can show gender (among other features). What feature(s) can nouns in English show?

- a) Case only
- b) Number only
- c) Case and number
- d) Number and person

9. What is the smallest speech pattern?

- a) Morpheme
- b) Phrase
- c) Phoneme
- d) Sememe

10. What is word order in the language?

- a) The agreement of words in a phrase
- b) The arrangement of words in a phrase, clause, or sentence
- c) Subordination of clauses
- d) Structure of a phrase

11. Define the sentence

- a) It is the smallest speech pattern
- b) It is smallest meaningful unit
- c) It is the basic unit of syntax
- d) It is an important communicative unit

12. Subordinator...

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- a) joins two similarly constructed and/or syntactically equal words
- b) contains an independent clause and at least one dependent clause
- c) is a unit of communication
- d) introduces a dependent clause, joining it to the main clause

13. What language word-combination has extended type according to the structure?

- a) Russian
- b) English
- c) Arabic
- d) Uzbek

14. Independent and dependent are types of word combinations of...

- a) English language
- b) French language
- c) Russian language
- d) Uzbek language

15. What languages are fond of long and colorful phrases?

- a) Russian and Uzbek
- b) Russian and English
- c) English and Uzbek
- d) English and French

1. What does study Lexical typology?

- a) It deals with the meaning of words both lexically and semantically
- b) It deals with the units of lexical levels
- c) It deals with structural meanings of words
- d) It deals with the units of morphological and lexical levels

2. Give definition of the lexical typology...

- a) It is a systematic cross-linguistic study of how languages express meaning by way of signs
- b) It is an independent branch of linguistic typology and concerns to every level of language hierarchy
- c) It is an independent branch of linguistic typology and deals with a comparison of the units of lexical units
- d) It is an independent branch of linguistic typology and deals with some problems of grammar

3. From how many branches Lexical typology consists of?

- a) 5
- b) 4
- c) 6
- d) 7

4. What kind of dimensions has Lexical-typological research?

- a) Synchronic and diachronic
- b) Synchronic and panchronic
- c) Diachronic and panchronic
- d) Synchronic, diachronic and panchronic

5. What language is considered as a single-morphemic structure of a word?

- a) Russian
- b) English
- c) Turkish
- d) Uzbek

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6. What is word changing type of forming words in every language?
- a) It is a type which includes morphemes of case affixes, personal endings and etc.
  - b) It is a type which includes various types of its content and its form according to its place in the word such affixes and prefixes
  - c) It is a type which content can be equal to the word
7. To try- a try, round-round, hand- to hand what kind of type of the way of word forming is it?
- a) Word changing
  - b) Word building
  - c) Word helping
  - d) Single-morphemic
8. How many adjective building suffixes exist in order to build adjectives from nouns?
- a) 10
  - b) 9
  - c) 20
  - d) 24
9. What is anagglutinative way of forming words?
- a) when affixing morphemes are added to root automatically without changing its phoneme structure
  - b) when with adding affixing morphemes their phoneme structure can be changed
  - c) when the content can be equal to the word
10. What languages contain a group of adjectives, which characterizes emotional coloring of diminutively pet meanings?
- a) Russian and English
  - b) English and Uzbek
  - c) Only Uzbek
  - d) Russian and Uzbek
11. In what languages are root morphemes equal to the word according to its sound content?
- a) Flective

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- b) Agglutinative
- c) Isolating
- d) Polysynthetic

12. “Kick the bucket, тарвузи қўлтиғидан тушиб кетди”. What kind of type of phraseological units are they?

- a) Phraseological collocations
- b) Phraseological units
- c) Phraseological fusions
- d) Phraseological idioms

13. What are phraseological collocations?

- a) They are the units when one of the words of the phrase has its lexical meaning and connected to another one
- b) They are a relation of words where the content of words don't have their lexical meanings
- c) They are such kind of phrases where the lexical meaning of a word are expressed with their own

14. To keep an eye, to kill two birds with one stone, ширин сўз, оғир йигит into what type of phraseological units they can be included?

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15. How in English the meaning of gender may be expressed?

- a) Lexical – semantic means
  - b) Syntactic means
  - c) The use of suffixes
  - d) The use of prefix
1. General typology combines two types of typologies
- a) \*Linguistic and non-linguistic
  - b) Lexical and Semantic
  - c) Structural and Areal
  - d) Phonetic and Phonological

2. Non-linguistic typology as a method of comparison serves in...

- a) \*All sciences besides linguistics

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- b) Linguistics
- c) Literature
- d) General Linguistics and Literature

3. ...deals with the languages which are genetically related both synchronically and diachronically

- a) \*Genetic Typology
- b) Areal Typology
- c) Comparative Typology
- d) Structural Typology

4. Linguistic Typology deals with ...

- a) \*Language systems in comparison
- b) Psychology
- c) Mathematics
- d) Literature

5. According to the object of comparison Linguistic Typology consists of:

- a) \*Genetic, comparative, areal, structural
- b) Semantic, formal
- c) Syntactic, structural, areal, lexical
- d) Phonetic, phonological, morphological, syntactic, lexical

6. Comparative method has ...

- a) \*Universal features
- b) Typological investigation
- c) Grammatical features
- d) General features

7. Internal approach to language description deals with...

- a) \*The system of any concrete national language
- b) Non-related languages
- c) Related languages
- d) All languages

8. External approach to language description deals with...

- a) \*The cross-language description

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- b) All languages
- c) Non-related languages
- d) Related languages

9. Comparative-historical linguistics is...

- a) \*Comparative-historical studies of languages in their development
- b) Comparative-scientific studies of languages in their development
- c) Content approach to comparison
- d) One – level approach to comparison

10. Diachronic development means the development of some linguistic phenomena from...

- a) \*From historical viewpoint
- b) Modern viewpoint
- c) Linguistic viewpoint
- d) Grammatical viewpoint

11. The first period is named spontaneous which was over ...

- a) \* Not long before the Renaissance
- b) In the XI century
- c) In the XX century
- d) In the XIV century

12. Division of Linguistic Typology with respect to two plans of language:

- a) \*Formal, semantic
- b) Comparative, structural, areal, genetic
- c) Phonetic, phonological, morphological, syntactic, lexical
- d) Formal, semantic, areal, genetic

13. Port-Royal grammar is considered to be ...

- a) A \*universal grammar
- b) Practical grammar
- c) Theoretical grammar
- d) English grammar

14. When was Port-Royal grammar written

- a) \*1660
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- b) 2009
  - c) 1700
  - d) 1669

15. What did Mahmud Kashgariy do by analyzing a group of Turkic languages

- a) \*He defined the level of their genetic relationship to each other
- b) He found out Language Universals
- c) He analyzed the lexical units of all Turkic languages
- d) He compared all language of the world

1. According to the relations of elements, languages are classified into...

- a) \*Agglutinative, Flexional, Isolating, Polysynthetic
- b) Flexional, Agglutinative, Polysynthetic, Monosynthetic
- c) Polysynthetic, Flexional, Non-flexional, Isolating
- d) Isolating, Non-agglutinative, Polyflexional, Polysynthetic

2. Category of plurality can be expressed in Modern English by
- a) \*Morphological means, Syntactic means, Phono-morphological, Lexical
  - b) Morphological means, Phono-morphological
  - c) Syntactic means, Lexical
  - d) Phono-morphological, Lexical

3. Choose the right answer:

- a) \* Gender is a lexical-grammatical category. Sex is used to denote biological notions and it is usually used for animate objects
- b) Gender is a lexical-grammatical category
- c) Gender is used to denote biological notions
- d) Sex is usually used for animate objects

4. Choose the variant with grammatical category of gender

- a) \*пожилой мужчина
- b) Very big house
- c) Her beautiful face
- d) Green tree

5. Primary grammatical categories are...

- a) \*Parts of speech
- b) The category of gender
- c) Verbal categories
- d) Degrees of comparison

6. Secondary grammatical categories are...

- a) \*Categories within every part of speech
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- b) Noun
- c) Verb
- d) Article

7. The category of plurality is expressed by morphological means... choose the

correct answer

- a) \*boy – boys
- b) much milk
- c) class – people
- d) foot – feet

8. The category of plurality is expressed by phono-morphological means...

- a) \*tooth – teeth
- b) Class – people

- c) Girl – girls
- d) a lot of students

9. The category of plurality is expressed by syntactic means...

- a) \*A lot of English books
- b) Goose – geese
- c) flower – flowers
- d) class – people

10. Traditional grammatical categories consist of:

- a) \*Grammatical form and grammatical meaning
- b) Grammatical categorization
- c) Analysis and synthesis
- d) Grammatical analysis

11. What are the types of languages due to typological classification?

- a) Isolating, polysynthetic, agglutinative, flexional
- b) Diachronic and synchronic
- c) \*Polysynthetic, isolating, agglutinative, flexional
- d) Isolating, agglutinative

12. What is the type of language that is characterized by the absence of inflections and affixational morphemes expressing word relations?

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- a) \*Isolating
- b) Agglutinative
- c) Flexional
- d) Polysynthetic

13. What language has non –developed morphology?

- a) \*Chinese
- b) Uzbek
- c) Latin
- d) English

14. What languages does dual number exist in?

- a) \*Sanskrit, Greek, Old English
- b) Modern English, French, Uzbek
- c) Russian, German, Chinese
- d) English, Chinese, French

15. What are languages given below genetically differently related ones?

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- b) Russian and Uzbek

- c) Uzbek and Kazakh
- d) Kirgiz and Russian

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251

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**Baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar**

<b>t/r</b>	Nazorat turidagi topshiriqlarning	Maksimal	O'tkazish vaqti
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	nomlanishi	yig'ish mumkin bo'lgan ball	
<b>I. Joriy nazoratdagi ballar taqsimoti</b>		Talabalar barcha nazorat turlarini "5" balli baho tizimida topshiradilar	Semestr davomida
<b>Ma'ruza mashg'ulotlarida</b>			
1	Talabaning amaliy mashg'ulotlarida faol ishtirok etishi, muntazam ravishda konspekt yuritib borayotganligi uchun	"5" balli baho tizimida topshiradilar	
2	Mustaqil ravishda berilgan topshiriqlarni bajarganligi uchun (referat, esse, kollokvium, amaliy topshiriqlar: testlarini topshirishi, keystadi, o'quv loyihalari va b.q.)	"5" balli baho tizimida topshiradilar	Semestrning 31 chi haftasida
<b>Tajriba (Amaliy seminar) mashg'ulotlarda</b>			
1	Talabaning mashg'ulotlarda faol ishtirok etganligi, berilgan savollarga to'g'ri javob qaytarganligi, tajriba topshiriqlarni (mashqlar) bajarganligi uchun	"5" balli baho tizimida topshiradilar	Semestr davomida
<b>II. Oraliq nazorat</b>			
1	Birinchi oraliq nazorat (amaliyotchi tomonidan olinadi)	"5" balli baho tizimida topshiradilar	Yanvar oyining 2- haftasida
2	Ikkinchi oraliq nazorat (amaliyotchi tomonidan olinadi)	"5" balli baho tizimida topshiradilar	May oyining 2- haftasida
<b>III. Yakuniy nazorat</b>			
<b>Jami:</b>		"5" balli baho tizimida topshiradilar	Semestrning oxirgi ikki haftasida

<b>Talabaning fan bo'yicha o'zlashtirish ko'rsatkichining namunaviy mezonlari:</b>		
<b>T/r</b>	<b>Talabaning fanni o'zlashtirish darajasi (bilim, malaka va ko'nikma darajasi)</b>	<b>Ballar</b>
<b>A)</b>	xulosa va qarorlar qabul qilish	"5" baho
	ijodiy fikrlay olish	
	mustaqil mushohada yurita olish	
	olgan bilimlarini amalda qo'llay olish	
	mohiyatini tushunish	
	bilish, aytib berish	
	tasavvurga ega bo'lish	
<b>B)</b>	mustaqil mushohada yurita olish	"4" baho
	olgan bilimlarini amalda qo'llay olish	
	mohiyatini tushunish	
	bilish, aytib berish	
	tasavvurga ega bo'lish	
<b>V)</b>	mohiyatini tushunish	"3" baho
	bilish, aytib berish	
	tasavvurga ega bo'lish	
<b>G)</b>	aniq tasavvurga ega bo'lmaslik	"2" baho
	Bilmaslik	

**O'quv-uslubiy majmualarini tayyorlash bo'yicha tavsiyalar**

I. O'UM quyidagi bo'limlardan tashkil topadi:

1. Titul varag'i va uning ikkinchi beti mos ravishda 1-va 2-ilovalarga ko'ra tayyorlanadi.

2. Mundarija. O'UMning asosiy bo'limlari va uning betlari ko'rsatiladi (14 shriftda).

3. O'quv materiallar.

a) Birinchi o'rinda fan dasturiga muvofiq ma'ruzalar mavzulari yoritib beriladi. Har bir mavzu bo'yicha:

- reja (o'quv material matnidan oldin qo'yiladi)
- tayanch so'z va iboralar
- asosiy matn (mavzu mazmuni va mohiyatiga qarab u ham qismlarga bo'linishi mumkin).

Ma'ruzalar bo'yicha o'quv materiallar matni ko'rgazmali elementlar, rasmlar, diagramma, gistogramma, grafiklar, qiziqarli xavolalar, misollar xamda talabalar e'tiborini jalb qilib fanni samarali o'zlashtirishga xizmat qiladigan boshqa elementlar bilan boyitilishi mumkin. Xorijiy adabiyotlardan olingan sitatalarga xavolalar berib borilishi shart. Ma'ruza o'quv materiallari bo'limi yakunida umumiy xorijiy va mahalliy adabiyotlar ro'yhati keltiriladi

b) Ikkinchi o'rinda fan dasturiga muvofik amaliy va (yoki) laboratoriya mashg'ulotlari mavzulari bo'yicha yoritib beriladi.

Amaliy mashg'ulotlarning har bir mavzu bo'yicha:

- asosiy matn;
- topshiriklar variantlari;
- masala va misollar;
- keyslar to'plami;
- xorijiy va maxalliy adabiyotlar ro'yxati;

Laboratoriya mashg'ulotlarining har bir mavzusi bo'yicha:

- laboratoriya ishlarining maksadi, mazmuni va kutilayotgan natijasi;
- laboratoriya ishining batafsil rejasi va tushuntirish matni;
- laboratoriya ishlarini o'tkazish qoidalari va xavfsizlik choralari;
- nazorat savollari;
- xorijiy va maxalliy adabiyotlar ro'yxati;

Amaliy va laboratoriya mashg'ulotlarini o'tkazish uchun zarur asbob-uskunalar, laboratoriya jixozlari kursatiladi. O'quv kursi yakunida xorijiy va maxalliy adabiyotlar ruyxati keltirilishi xamda xorijiy adabiyotlardan olingan sitatalarga xavolalar berib borilishi shart.

4. Mustaqil ta'lim mashg'ulotlari. Fan bo'yicha mustaqil ta'lim mashg'ulotlar mavzulari va ularni o'zlashtirish bo'yicha zarur uslubiy ko'rsatmalar beriladi.

Mustaqil vazifalarini bajarishga qaratilgan boshqa ma'lumotlar keltiriladi.

5. Kurs ishlari va kurs loyihasi. Fan dasturiga muvofik kurs loyixasi, kurs ishi, xisob-chizma ishi, ijodiy va boshqa mustaqil amalga oshiriladigan ishlar mazmuni, maqsadi, kutilayotgan natijasi, variantlari, zarur tushuntirishlar hamda kurs ishini bajarishga qaratilgan boshqa ma'lumotlar keltiriladi.

6. Glossariy. Fanga oid termin va iboralarning qisqa talqini bo'yicha o'zbek, rus va ingliz tillarida beriladi.

7. Ilovalar:
- fan dasturi;
  - ishchi fan dasturi;
  - tarqatma materiallar;
  - testlar;
  - ishchi fan dasturiga muvofiq baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar;
  - fanni o'ziga xosligiga qarab o'rganish bo'yicha boshqa materiallar keltirilishi mumkin;
  - O'UMning elektron varianti.

## II. O'quv-uslubiy majmualarni chop etish bo'yicha talablar va tavsiyalar

### 1. O'UMLar uchun quyidagi parametrlar qabul qilinadi:

- O'UMLarning o'lchami A 4 formatda (210x297 mm);
  - Chap-3 sm, o'ngdan-1.5sm, yuqori, quyi -2sm;
- 2.1. O'UM matni 12, 14 shrift (Times NewRoman) qo'shimcha matn 11, 12 (Times NewRoman) interval-1 yoki 1,5 abzas-1 yoki 1,5 sm chekinish.
- 2.2. Jadvallar nomi va qo'shimcha matnlarni boshqa rang bilan ajratishga yo'l qo'yilmaydi. O'UMLarda asosiy matn bir ustunda terilishi kerak.
- 2.3. O'UMLarda (rangli chop ettirilsa) asosiy sarlavhalarni hamda matnda rasm ostidagi yozuvlarni to'q ko'k rang bilan yozilishi mumkin.
- 2.4. Formulalar qora rangda teriladi. Formularni terishda fon ishlatishga va boshqa rangdan foydalanishga yo'l qo'yilmaydi.
- 2.5. Saxifalarda asosiy va qo'shimcha matnlarni turli rangli fonlarga joylashtirishga yo'l qo'yilmaydi.
- 2.6. Darajasi bir xil bulgan yozuv, sarlavxa va boshqa matnli elementlar bir xil parametrlil shrift bilan terilishi va rasmiylashtirilishi kerak.
- 2.7. Snoskallarni terish uchun asosiy kegdan 2 p, 4 p kichik bulgan shrift keglari tanlanadi.
- 2.8. Titul varag'ida kolonsifra (betlarning tartib rakami) qo'yilmaydi.
- 2.9. Kolonsifralar sahifaning tag qismining markazida qo'yilishi maqsadga muvofik.
- ### 4. O'UMLarda rasmlar bilan ishlash quyidagi tartibda amalga oshiriladi:
- 4.1. Rasmlar bir va ko'p rangli bo'lishi mumkin.
- 4.2. Estetik talablardan kelib chiqqan xolda rasmlarni kvadrat shaklda joylashtirishga yo'l qo'yilmaydi.
- 4.3. O'UM larda sifatsiz skanerlangan va yozuvlari aniq o'qilmaydigan rasmlarni joylashtirish man etiladi.
- 4.4. Rasmlar va diagrammalarni bezatishda 10-15 foizli, ya'ni juda och fondan foydalanish lozim.
- 4.5. Rasmlar ketma-ketligi xar bir bobda alohida qo'yiladi, masalan, 1 bobda 1-rasm «1.1-rasm», 2 bobda 4-rasm - «2.4-rasm» deb belgilanadi. Jadvallar bilan rasmlar bir xil usulda raqamlanadi.

4.6. Jadval va diagrammalarni bezatishda matnni o'qishni qiyinlashtirmaydigan och tusli qaymoq rangli fondan foydalanish lozim.

4.7. O'UMLarni birdan ortiq rang qo'llab ishlab chiqishda, boshqa ranglar so'z, sarlavxa, qoidalar, shuningdek, belgilar, jadval va x-k. ni ajratishda ko'llaniladi. Ranglarni tanlashda ularning bir-biriga mosligiga va uyg'unligiga e'tibor qaratish lozim.

4.8. O'UM da rasmlar soni chegaralanmagan, lekin rasmlar hajmi umumiy hajmga nisbatan 35% dan oshirmaslik tavsiya qilinadi.

4.9. Matn va rasmi elementlarni bezashda to'q kizil ranglardan foydalanish tavsiya qilinmaydi.

5. O'UMni bosmaga chiqarish va muqovalashda quyidagi talablarga rioya qilish lozim:

5.1. O'UMLarni bosmaga chikarishda 1-4 rangli lazerli va purkashli (struynqy) printerlardan foydalanish mumkin.

5.2. O'UMLarni bosmaga chikarish uchun 1 m<sup>2</sup> vazni 70-80 g bo'lgan ofset va idora kog'ozlaridan foydalaniladi. O'UMni chop etishda kog'ozni oldi va orqa tomonidan foydalanish maqsadga muvofiq.

5.3. O'UMLar quyidagi xil muqovalarda tayyorlanishi mumkin:

- O'UM taxlamini qattiq muqova bilan qoplash. Bunda muqova ofset yoki idora qog'ozida bosilib, shaffof plyonka bilan qoplanadi yoki muqova uchun matbaa muqovabop materialini qo'llanadi;

- O'UM taxlamini tikmasdan yelimplab mahkamlash va yumshoq muqova bilan birlashtirish va tasvir bosilganidan keyin shaffof plyonka bilan qoplanadi.

5.4. O'UM taxlamini mahkamlashda ip bilan tikish, sim bilan tikish, tikmasdan yelimplab mahkamlash usullarini qo'llash mumkin.

5.5. Taxlam qalinligi 20 mm dan ortiq bo'lgan O'UM larni №76 tipidagi qattiq muqovalarda tayyorlash tavsiya qilinadi.

6. O'UMLarni ishlab chiqishda san'at, chizma, dizayn yo'nalishlari uchun hamda boshqa tillardagi (masalan arab, yapon, koreys, xitoy va boshqa tillarda) fanning o'ziga xosligini hisobga olgan holda bezatishlari mumkin.

