

**MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF
THE REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY



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COMPARATIVE TYPOLOGY

**(Educational and Methodical Complex for the 4th year students of 5111400
– Foreign languages and literature Baccalaureate specialty)**

GULISTAN – 2020

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Annotation

Учебно-методическое пособие по дисциплине «Сравнительная типология английского, русского и узбекского языков» предназначено для студентов 4-го курса, преподавания одноименного курса студентам факультетов и отделений английского языка педагогических вузов.

Основная цель данного учебно-методического комплекса – ознакомление студентов с общими положениями типологии, её исследовательскими методами. В данном конкретном случае сравниваются грамматические, фонетические, лексические и стилистические системы английского (изучаемого) и русского/узбекского (родного) языков. Данный учебно-методический комплекс соответствует учебной программе курса для студентов филологических факультетов отделений английского языка.

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The following teaching manual is on discipline Comparative Typology of modern English, Uzbek, Russian languages for the 4th year bachelor students of the faculty of English Philology. The main aim of this methodological teaching complex is to acquaint the students with the language typology as a special branch of linguistics, and with investigation methods. In concrete case compares grammatical, phonetical, lexical and stylistic systems of English (learning) and Uzbek/Russian (native) languages. The subject of Comparative Typology (English language) was made basing on the requirements of the National Curriculum.

This methodological teaching complex was discussed and recommended to print by the decision of the Methodical Teaching Council at Gulistan State University. (August 29, 2020. Protocol No.1)

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Ушбу ўқув-услугий мажмуа замонавий педагогик технологиялар асосида, олий таълим муассасалари филология факультетлари Инглиз тили ва адабиёти (мутахассислик) кафедрасининг 4-босқич Қиёсий типология фани ўқув дастури асосида тайёрланган. Ўқув-услугий мажмуа Гулистон давлат университети ўқув-услугий кенгаши томонидан тавсия этилган

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Тақризчи: “Инглиз тили ва адабиёти” кафедраси катта ўқитувчиси Хамдамов Э.

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RECOMMENDATIONS AND SUGGETIONS

Учебно-методическое пособие по дисциплине «Сравнительная типология английского, русского и узбекского языков» предназначено для преподавания одноименного курса студентам факультетов и отделений английского языка педагогических вузов. Оно составлено в соответствии с Программой по данной дисциплине и охватывает все основные уровни обоих языков сопоставительно-типологическом плане.

Уже само место данной дисциплины в учебном плане на последнем курсе свидетельствует о том, что её основная задача – подытожить все данные по фонетике, грамматическому строю и словарному составу изучаемого языка, но совершенно ином освещении: в плане сопоставления с родным языком учащихся.

Цели и задачи предмета

Основные цели курса сравнительной типологии дать понятия кратких обзоров истории типологических исследований, сравнительное рассмотрение обоих языков в целом и в отдельных микросистемах в частности, сравнительное рассмотрение строения языков и действующих в них законов языка, выявляет взаимные сходства и различия в родственных и неродственных языках.

Основной задачей курса сравнительной типологии является подытожить все данные по фонетике, грамматическому строю и словарному составу изучаемого языка, но в совершенно ином освещении: в плане сопоставления с родным языком.

Требования к студентам: усвоить базовую информацию по курсу и использовать полученные знания на практике.

При изучении курса «Сравнительная типология» студенты знакомятся с новыми идеями и направлениями представленных русскими и узбекскими типологами, основные проблемы типологии и лингвистическая классификация языков.

Связь предмета с другими дисциплинами. Курс сравнительной типологии английского, русского и узбекского языков непосредственно связан с результатами научных исследований по таким дисциплинам как грамматика, фонетика, история языка, лексикология, стилистика, языкознание и другим.

Пособие состоит из 5 лекционных:

1. Введение. Типология языков как особенный раздел языкознания
2. Типология фонологических систем
3. Типология морфологических систем
4. Типология синтаксических систем
5. Типология лексических систем

и 6 семинарских разработок:

1. Типология языков
2. Универсалии
3. Согласные фонемы
4. Типология частей речи
5. Типология грамматических категорий
6. Типология синтаксических систем

Актуальность учебно-методического пособия возрастает в связи с тем, что проблематика типологического изучения языков остаётся в центре внимания современного языкознания, а также ввиду методической значимости основных её положений в качестве научной основы для решения общих задач преподавания неродного языка на фоне родного, равно как задач частной методики преподавания английского языка в узбекско - русскоязычной аудитории.

Ingliz qiyosiy tipologiya fanining maqsadi talabalardan ingliz tili tipologiyasi va tadqiqotlari haqida qisqacha ma'lumot berish, uning tuzilishi va farqli jihatlarini o'rganish, uning fonetik gramatik va leksik sistemasining qiyosiy tipologik nuqtai nazardan tahlil etish va tushuntirish hisoblanadi.

Ingliz qiyosiy tipologiya fani asosiy bo'g'inlaridan bo'lib, u nafaqat nazariy fonetika, nazariy grammatika, leksikologiya fanlar o'rtasidagi bog'liqliklarni, balki ingliz tili tarixi haqida ham keng ma'lumot beradi.

Regulatory Documents

Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Н И З О М

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.)

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Кадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

Ушбу низом қуйидаги 6 та бўлимдан иборат:

- **I. Умумий қоидалар**
- **II. Назорат турлари ва уни амалга ошириш тартиби**
- **Баҳолаш тартиби ва мезонлари**
- **IV. Назорат турларини ўтказиш муддати**
- **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**
- **VI. Яқуний қоидалар**

I. Умумий қоидаларга киритилган ўзгартиришлар

- 2-банд:
- д) талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.
-

II. Назорат турлари ва уни амалга ошириш тартиби

- 4. Назорат турлари, **уни ўтказиш тартиби ва мезонлари** кафедра мудири тавсияси билан олий таълим муассасасининг (факультет) ўқув-услубий кенгашида муҳокама қилинади ва тасдиқланади ҳамда **ҳар бир фаннинг ишчи ўқув дастурида** машғулоти турлари билан биргаликда кўрсатилади.
- 5. **Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотида талабаларга эълон қилинади.**
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун қуйидаги назорат турларини ўтказиш назарда тутилади:

- талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар, лаборатория ва амалий машғулотларда **оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум**, текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

Оралиқ назорат

- семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралиқ назоратнинг сони (**бир семестрда мартадан кўп ўтказилмаслиги лозим**) ва шакли (**ёзма, оғзаки, тест ва ҳоказо**) ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

Якуний назорат

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Якуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.**

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда **факультет Илмий кенгаши қарори асосида кўпи билан фанлардан якуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо) ўтказилиши мумкин.**
- 7. Оралиқ назоратни ўтказиш жараёни кафедра мудири томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни **ўтказиш тартиблари бузилган ҳолларда, оралиқ назорат натижалари бекор қилинади** ҳамда оралиқ назорат **қайта** ўтказилади.

8. Олий таълим муассасаси раҳбарининг буйруғи билан **ички назорат ва мониторинг бўлими раҳбарлигида** тузилган комиссия иштирокида якуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, якуний назорат натижалари **бекор қилинади** ҳамда якуний назорат **қайта** ўтказилади.

III. Баҳолаш тартиби ва мезонлари

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг **рейтинг тизими асосида** талабанинг ҳар бир фан бўйича **ўзлаштириш даражаси баллар** орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги **ўзлаштириш кўрсаткичи 100 баллик** тизимда **бутун сонлар** билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- якуний назоратга – балл;**
- жорий ва оралиқ назоратларга –балл** (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтарчасига алоҳида қайд қилинадиган **курс иши** (лойиҳаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **якуний давлат аттестацияси, битирув малакавий иши** ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:
- а) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- хулоса ва қарор қабул қилиш;**
- ижодий фикрлай олиш;**
- мустақил мушоҳада юрита олиш;**
- олган билимларини амалда қўллай олиш;**
- моҳиятини тушуниш;**
- билиш, айтиб бериш;**

- **тасаввурга эга бўлиш.**
- б) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **мустақил мушоҳада юрита олиш;**
- **олган билимларини амалда қўлай олиш;**
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- в) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- г) қуйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:
- **аниқ тасаввурга эга бўлмаслик;**
- **билмаслик.**
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича **аниқ мезонлар** ишлаб чиқилиб, кафедра мудир томонидан **тасдиқланади** ва талабаларга эълон қилинади.
- 16. **Намунавий мезонларга мувофиқ** мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан **якуний назорат учун баҳолаш мезонлари** ишлаб чиқилиб, олий таълим муассасаси **Илмий-услубий кенгаши томонидан тасдиқланади** ва турдош олий таълим муассасаларига етказилади.
- 17. Талабаларнинг ўқув фани бўйича **мустақил иши** жорий, оралиқ ва якуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтинги қуйидагича аниқланади:

$$R_f =$$

- бу ерда:
 - V— семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);
 - –фан бўйича ўзлаштириш даражаси (балларда).
 - 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг **саралаш балл** ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга **киритилмайди.**
 - **Жорий ва оралиқ** назорат турлари бўйича **55 ва ундан юқори бални** тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва **ушбу фан бўйича** якуний назоратга **кирмаслигига** йўл қўйилади.
20. Талабанинг семестр давомида фан бўйича тўплаган **умумий бали** ҳар бир назорат туридан белгиланган қоидаларга мувофиқ **тўплаган баллари йигиндисига** тенг.

IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва якуний назорат турлари календарь тематик режага мувофиқ **деканат** томонидан тузилган **рейтинг назорат жадваллари** асосида ўтказилади. Якуний назорат семестрнинг охириги мобайнида ўтказилади.
- 22. Талаба фан бўйича **курс лойиҳаси (иши)ни** ушбу фан бўйича тўплаган баллари **умумлаштирилишига қадар** топшириши шарт.
- 23. Жорий ва оралиқ назоратларда саралаш баллидан **кам балл тўплаган** ва **узрли** сабабларга кўра назоратларда қатнаша олмаган талабага **қайта топшириш** учун, **навбатдаги шу назорат туригача**, сўнгги жорий ва оралиқ назоратлар учун **якуний назоратгача** бўлган муддат берилади.
- **Касаллиги** сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда **жорий, оралиқ ва якуний** назоратларни топшира олмаган талабаларга **факультет декани**

фармойиши асосида, ўқишни бошлаганидан сўнг рухсат берилади.

муддатда топширишга

- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари **умумий балининг 55 фоизидан** кам бўлса ёки семестр якунида **жорий, оралиқ ва якуний** назорат турлари бўйича тўпланган баллари йиғиндиси **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр тугаганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади**.
- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра **ректор буйруғи** билан 3 (уч) аъзодан кам бўлмаган таркибда **апелляция** комиссияси ташкил этилади.
- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, **шу куннинг** ўзида ҳулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида **белгиланган муддатларда** ўтказилиши ҳамда расмийлаштирилиши **факультет декани, кафедра мудири, ўқув бўлими** ҳамда **ички назорат ва мониторинг бўлими** томонидан назорат қилинади.

V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари **семестр якунида** рейтинг қайдномасига **бутун** сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган **умумий ўқув юклама соатлари**, “Фандан олинган баҳо” устунига эса **100 баллик** тизимдаги **ўзлаштириши** қўйилади.
- Талабанинг саралаш балидан **паст** бўлган ўзлаштириши рейтинг дафтарчасига қайд **этилмайди**.
- 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари **гуруҳ журнали** ҳамда **қайдномада** қайд этилади ва **шу куннинг** ўзида (назорат тури **ёзма** шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
- 29. Якуний назорат натижаларига кўра **фан ўқитувчиси** талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдиради.
- 30. Талабанинг рейтинги унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича **умумий рейтинги** барча фанлардан тўпланган рейтинг баллари **йиғиндиси** орқали аниқланади.
- 31. Талабалар умумий рейтинги ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
- 32. Диплом иловаси ёки академик маълумотномани **деканат** томонидан расмийлаштиришда фан **бир неча семестр** давом этган бўлса, **рейтинглар йиғиндиси** олинади.
- **Талабага имтиёзли диплом белгилашда унинг ҳар бир семестр якунидаги фанлар бўйича ўзлаштириш кўрсаткичи ҳисобга олинади.**
- 33. Талабаларнинг назорат турлари бўйича эришган **натижалари кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб**, мунтазам равишда таҳлил қилиб борилади.
- 34. Жорий, оралиқ ва якуний назорат натижалари **кафедра йиғилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида** мунтазам равишда муҳокама этиб борилади ва тегишли **қарорлар** қабул қилинади.

VI. Якуний қондалар

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг холислигини текширишни ташкил этади ва назорат қилади.
- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги

Гулистон Давлат университети



**Талабаларнинг фанлардан мустақил
ишларини ташкил этиш, назорат қилиш
ва баҳолаш тартиби тўғрисида
Низом**

Гулистон-2013 йил

**Гулистон давлат университетида талабалар мустақил
ишларини ташкил этиш, назорат қилиш ва баҳолаш
тартиби тўғрисида Низом**

I. Умумий қоидалар

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, хулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, қўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.

II. Талабалар мустақил ишининг мақсад ва вазифалари

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукаммал ўзлаштириш кўникмаларига эга бўлиш;
- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;
- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда меъёрий ҳужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;
- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;
- ўқув машғулотларида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;
- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;
- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган ечим, лойиҳа ёки ғояларни асослаш ва мутахассислар жамоасида ҳимоя қилиш;
- фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур оламини

ҳамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

III. Талаба мустақил ишининг ташкилий шакллари

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услубий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;

- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;
- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;
- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;
- курс иши (лойиҳаси)ни мустақил бажариш;

- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқилади ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услубий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедра томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқилади.

IV. Фанлардан ўқув машғулотлари бўйича топшириқлари

4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотларидан мустақил иш топшириқлари кафедраларнинг етакчи профессор-ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқилади, кафедра йиғилишида муҳокамадан ўтказилади ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтирилади ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулотлар бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёргалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширгандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар, интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консултациялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиҳа) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулотлари дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарида ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-чизма ишларини ҳамда курс иши ёки курс лойиҳаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулоти бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулоти кесимида мустақил иш топшириқларини график асосида машғулоти дафтарида қайт этиб бажариш ва муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семестри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудир томонидан тасдиқлашга тавсия этилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби ҳақидаги намунавий низом тўғрисида”ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашнинг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил ____ январдаги ____ -сонли буйруғи билан қайта тасдиқланган.

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ



**Талабаларнинг фанлардан қолдирган
дарсларини қайта ўзлаштириши тўғрисида
НИЗОМ**

Гулистон

Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ

1. Умумий ҳолатлар

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юртларида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритишда бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талаблари асосида талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

3. Мазкур Низом:

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудири ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайтириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;
- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;
- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутади.

II. Фанлардан қолдирилган дарсларнинг қайта ўзлаштирилишини қайд қилиш тартиби

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритиладиган академик гуруҳ журналига “й” ёки “нб” белгиларини қўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

5. “Ўқитувчи журнали” ва “Гуруҳ журнали”даги “й” ёки “нб” белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш “Ўқитувчи журнали” ва “Гуруҳ журнали”да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарснинг қайта ўзлаштирилганлиги қайд қилинади.

8. Қолдирилган дарсларни тўлиқ ўзлаштирмаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.

III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та муддат** ичида қабул қилинади. Муддат ўтганидан сўнг деканат рухсати билан қабул қилинади.

12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкламаси ҳисобидан амалга оширилади.

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирмаган талабага семестр якунида қолдирган дарсларини қайта топширишига рухсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

IV. Дарсларнинг қолдирилишини камайитириш ва қайта ўзлаштирилишини ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги давомат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг давомати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудири **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг давомати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг фаолиятини узлуксиз назорат қилиб бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси тақдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки кўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга ҳалакит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан тақдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашнинг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __январдаги __ -сонли буйруғи билан қайта тасдиқланган.

BASIC ABSTRACT

SESSION 1. Introduction. Typology as branch of linguistics.

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Мағруза режаси / маиғулот тuzилиши)</i>	<ul style="list-style-type: none"> - To acquaint the students with the notions of “typology” - To acquaint the students with the language typology as a special branch of linguistics - To teach the students differentiate languages and language systems
<i>Aim of the lesson (Маиғулот мақсади):</i>	-To provide students with information about the Object and aims of typology of languages
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language

Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

Comparative typology is a field of linguistics that studies and classifies languages according to their structural and functional features. Its aim is to describe and explain the common properties and the structural diversity of the world's languages.

According to William Croft's book "Typology and Universals", the term 'typology' is roughly synonymous with 'taxonomy'/'classification' and given the following definition:

TYPOLOGY		
<i>Typology is a classification of structural types across languages</i>	<i>Typology represents an approach or theoretical framework to the study of language that contrasts with prior approaches</i>	<i>Typology is the study of patterns that occur systematically across languages</i>

From an etymological point of view, the word typology consists of two Greek morphemes: a) **typos** means "type" and b) **logos** means "science". Typology is a branch of science, which is typical to all sciences without any exception. In this respect, their typological method is not limited to the sphere of one science. It has a universal rise. Therefore, typology may be divided into:

1. Non-linguistic typology

2. Linguistic typology

Non-linguistic typology is the subject matter of the sciences except linguistics. It can be political typology, medical, historical, botanic, psychological, mathematical or economic typology as well. General and solitary differences and similarities are typical to all sciences. Some branches isolate systemic comparison into an independent sub-branch 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 of 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 of rapid development in the second half of XIX century simultaneously with the 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 — Comparative Typology and Literary criticism have a number of similarities:

- linguistic comparison deals with identifying universal principles of the comparative description of the systems of national languages. Literary criticism establishes general principles of typological description of national literature;
- both sciences deal with identifying systemic features and discover typological isomorphism which can be conditioned structurally, genetically and geographically, etc.

Comparative typology is one of the branches of General Linguistics, which studies the systems of languages comparatively, also finds common laws of languages and establishes differences and similarities between them. Moreover, due to David Crystal's book "Dictionary of Linguistics and Phonetics", Comparative Typology is explained in this way: "A branch of linguistics which studies the structural similarities between languages, regardless of their history, as part of an attempt to establish a satisfactory classification or typology of languages. Typological comparison is thus distinguished from the historical comparison of languages [...] and its groupings may not coincide with those set up by the historical method".

The most popular definition of the subject matter seems to be "Comparative Typology" is a branch of General Linguistics, field of a 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 the 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 language universals).

Comparative typology shows special interest in 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 the similar extent become the subject matter of a typological study.

Comparative 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.

Nowadays many terms are used for defining this very type of science, such as *Linguistic Typology*, *Comparative Typology*, and *Contrastive Linguistics*, *Characterology* and so on. However, with the help of analyzing historical background, we will be able to realize the main notion of this branch of Linguistics.

1.2. Historical background of typological investigations

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.

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.

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.

SESSION 2. Comparative Typology of Phonological systems of Modern English, Uzbek and Russian English, Uzbek and Russian

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Машиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машиғулот тuzилиши)</i>	<ul style="list-style-type: none"> - To acquaint the students with the notions of “typology of phonological system” - To teach the students use special selective devices to reveal typological systems of the languages - To teach them differentiate the systems of vowels and consonants of the languages - To acquaint the students with the typology of syllable structures
<i>Aim of the lesson (Машиғулот мақсади):</i>	-To provide students with information about the systems of vowels and consonants of the languages
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language

invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

The term “**phonetics**” is the Greek word (“phone”-meaning sound, voice and “tika” – a science/box) by origin. It deals with oral speech. Nevertheless, the definition as “the study of the sounds of a language” is not sufficient in modern linguistics. Nowadays phonetics is a “science which studies the phonetic substance and the expression area of the language, or otherwise a physical media of a language (sounds, syllables, stress, and intonation)” [A. Abduazizov.2007,6].

Phonetics has the following four main aspects:

- articulatory (physiological)
- acoustic (physical)
- perceptual (auditory)
- phonological (social, functional, linguistic).

Articulatory Phonetics investigates the functioning of one’s speech apparatus and mechanism. It is based on profound knowledge of physiology and the structure of one’s speech apparatus. While investigating the articulatory aspect of speech sounds both subjective and objective methods are employed: the method of direct observation (concerning the lips & the tongue movements) – subjective method and X-ray photography and X-ray cinematography (objective methods).

Acoustic Phonetics studies the acoustic properties of sounds (quantity, timber/voice quality, intensity, the pitch of the voice and temporal factor) in terms of the frequency of vibration and the amplitude of vibration in relation to time. The analysis begins with a microphone, which converts the air movement into corresponding electrical activity. While investigating the acoustic aspect of speech sounds special laboratory equipment is employed: spectrograph, intonograph, sound analyzing & sound synthesizing machines.

Auditory Phonetics is aimed at investigating the hearing process which is the brain activity. Auditory Phonetics and Acoustic Phonetics are very closely connected.

Functional Phonetics presupposes investigating the discriminatory (distinctive) function of speech sounds.

Phonetics can be divided into several types like:

General phonetics. 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.

Specific phonetics. 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.

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

Phonology (sometimes called phonemics or phonematics) is the study of how sounds are used in languages to convey meaning. The term of phonology (Greek phone - sound, logos – science) appeared in linguistics in the necessity of differentiating functional (linguistic) sides of speech sounds from the physiological-acoustic (physic) sides in the end of XIX century. It studies the rules governing the structure, distribution, and sequencing of speech sounds and the shape of syllables. It deals with the sounds systems of a language by treating phoneme as the point of departure. With another word, phonetics deals with sounds and phonology deals with phonemes. Or else phonology deals with language sounds and phonetics deals with human speech sounds.

Phonetics and phonology have two levels: *segmental* and *suprasegmental*. **Segmental phonology** studies phonemes realized in avarious speech sound. So it may be called phonemics. **Suprasegmental phonology** (prosodics) studies the distinctive features realized in syllables, stress, and intonation.

The fundamental concept of phonemics is the phoneme which is the smallest meaningless unit of a language and which forms, distinguishes words and morphemes. The linguistic form and content are described by other branches of linguistics.

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 [ø] and [ə], in Danish [ð] 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. Trubetskoy* 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.

Questions for self-control:

1. Phonetics and phonology as different sciences.
2. Who is the founder of Phonological Typology?
3. What types of phonetics exist in Linguistics?
4. Differences between segmental and suprasegmental phonology.
5. What kind of characterizing ways of vowels and consonants do you know?
6. Syllable division in English and compared languages.

SESSION 3. Comparative Typology of Morphological systems of Modern English, Uzbek and Russian

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Машигулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машигулот тузилиши)</i>	<p>-To learn languages in comparison to compare part of speech lexico-grammatical meaning (semantics), form, function, grammatical category (or categories)</p> <p>- To acquaint the students with the connection similarities or disimilarities between the parts of speech of the compared languages both qualitatively and quantitatively</p>
<i>Aim of the lesson (Машигулот мақсади):</i>	-To provide students with information about morphological level, constant, typology of the parts of speech.
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буронов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

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 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 morphē '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.

Fusional languages

Morphemes in fusional languages are not readily distinguishable from the root or among themselves. Several grammatical bits of meaning may be fused into one affix. Morphemes may also be expressed by internal phonological changes in the root (i.e. morphophonology), such as consonant gradation and vowel gradation, or by suprasegmental features such as stress or tone, which are of course inseparable from the root.

Most Indo-European languages are fusional to a varying degree. A remarkably high degree of fusionality is also found in certain Sami languages such as Skolt Sami.

Polysynthetic languages

In 1836, Wilhelm von Humboldt proposed a third category for classifying languages, a category that he labeled "polysynthetic". (The term "polysynthesis" was first used in linguistics by Peter Stephen DuPonceau who borrowed it from chemistry.) These languages have a high morpheme-to-word ratio, a highly regular morphology, and a tendency for verb forms to include morphemes that refer to several arguments besides the subject ("polypersonalism"). Another feature of polysynthetic languages is commonly expressed as "the ability to form words that are

equivalent to whole sentences in other languages". Of course, this is rather useless as a defining feature, since it is tautological ("other languages" can only be defined by opposition to polysynthetic ones and vice versa).

SESSION 4. Typology of Part of speech

<i>Time (Ажратилган соат): 2 hour</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	<ul style="list-style-type: none"> - To acquaint the students with approaches done by Aristotel, Aristarkh and other scholars as I.Dombrovsky, A.H.Vostokov. German scholars as J.Brimm, V.Humbold, brothers F.Schelegel and A.Shelegel. Dutch scholars as R.C.Rask and many others.
<i>Aim of the lesson (Маиғулот мақсади):</i>	-To provide students with information about the connection similarities or disimilarities between the parts of speech of the compared languages both qualitatively and quantitatively
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков”В.Д.Аракин,Ж.Б.Буронов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

A part of speech is a category of words (or, more generally, of lexical items) which have similar grammatical properties. Words that are assigned to the same part of speech generally display similar behavior in terms of syntax—they play similar roles within the grammatical structure of sentences—and sometimes in terms of morphology, in that they undergo inflection for similar properties. In grammar, a **part of speech** (also called **lexical categories**, **grammatical categories** or **word classes**) is a linguistic category of words.

According to their meaning, morphological characteristics and syntactical functions, words fall under certain classes called parts of speech. We distinguish between notional and structural parts of speech in English.

The notional parts of speech perform certain functions in the sentence. The notional parts of speech are:

1. noun
2. adjective
3. pronoun
4. numeral
5. verb
6. adverb
7. words of the category of state
8. modal words
9. interjection

The structural parts of speech either express relations between words or sentences or emphasize the meaning of words or sentences. They never perform any independent function in the sentence. Here belong:

1. preposition
2. conjunction
3. particle
4. article

Parts of speech in Russian and Uzbek are subdivided according to the grammatical meaning, group of morphological features and syntactic role in the sentence.

Grammatical meaning is the most generalized meaning inherent in the whole class of words. More subtle differences in meaning reflect ranks in importance, which are allocated to one or another part of speech. For example, let's take a noun as an example.

Grammatical meaning of the noun - "subject". It is expressed in other words, to answer the questions: Who? What?

Examples: Who? What? - Leg, lamp, son, Moscow, gold, silver, nobility, young people, good, greed.

These words, of course, convey different meanings: concrete and abstract, real, collective, private. For morphology, it is important that these differences are

expressed in the value at the morphological level. For example, most nouns with a particular value are usually singular and plural: foot - feet, and all the rest - only one form, either singular or plural: Moscow (private) - singular, gold (real), the nobility (collective) - plural, good (abstract) – singular. But all these words are one class.

They answer some questions, which distinguish them from other classes of words, for example, verbs answer the question: *What to do?* and express the grammatical meaning of "action": to walk, jump, laugh, fight, learn.

Morphological features - these are the characteristics of the grammatical nature of words. For morphology it is important to be known:

- do the words change or not,
- which forms sets have words,
- what inflections these forms are expressed
- what do these forms express.

Some morphological characteristics are common in several parts of speech, such as deaths, others peculiar to only one class of words, such as time. The same feature can be immutable, constant for any class of words and change in others, such as race.

Each part of speech is a set of morphological traits. Not knowing them, it is impossible to produce a morphological analysis of the words and understand what unites words in one part of speech and distinguishes them from other parts of speech.

The syntactic role in the sentence - it is the role of a certain class of words plays in a sentence. Important:

- whether the word member suggestions
- what is its role in the grammatical device offers.

According to these main three characteristics, parts of speech in Russian are subdivided into primary, secondary parts of speech and interjections.

Primary parts of speech are:

1. Noun
2. Adjective
3. Numeral
4. Pronoun
5. Verb
6. Adverb.

Secondary (bound) parts of speech are:

1. Preposition
2. Conjunction
3. Particle

Interjections are:

1. Interjections
2. imitative words

Classification of parts of speech in Uzbek is almost the same as in Russian. It also classified according to three main features of words such as semantic, morphological and syntactic characteristics.

Currently, in modern Uzbek, there are 12 parts of speech and they are subdivided into primary, secondary and interjections.

Primary parts of speech are:

1. Noun
2. Adjective
3. Numeral
4. Pronoun
5. Verb
6. Adverb.

Secondary (bound) parts of speech are:

1. Postposition
2. Conjunction
3. Particle

Interjections are:

1. Modal words
2. Interjection
3. Onomatopoeia (Imitative words).

Main characteristics of primary parts of speech are they have lexical and grammatical meaning and can be expressed as any part of the sentence. While secondary parts of speech do not have such features like expressing lexical meaning, they do not have morphological changing and forming system and cannot express as a part of a sentence. They serve for connecting the sentences, expressing additional meaning for them, depending on words to each. Modal words, exclamations, and imitative words are unlike primary and secondary parts of speech in their functions.

As it is seen from the lists there is no article and the words of the category of state in Russian and Uzbek, no modal words in Russian. Functions of prepositions and postposition of the compared languages can be considered similar to each other with different naming.

Moreover, the singular form of English, Russian and Uzbek nouns is zero morpheme, We add suffix in all three languages in order to make a plural form, The adjectives in both languages have the category of degree. These features can be observed in all compared languages. At the same time we also can see some distinctive features of parts of speech in these languages like in English have root exchange in formation plural form: woman – women, tooth – teeth, in English also have root exchange in forming degrees (or irregular adjectives) of adjectives: Good – Better – the best, in Uzbek we have suffix –лар which means respect for adults: онамлар and so on.

It should be noted that classification of parts of speech is considered as problematic in all compared languages. Therefore, there are different approaches in classifying them into the groups.

Questions for self-control:

1. Give the definition of the term “parts of speech” in Linguistics.
2. Why do linguists name parts of speech as primary grammatical categories?
3. Who suggested this term?
4. Analyze different approaches to classification of parts of speech. What do you think about it? Give your own opinion.
5. What is the main criterion for uniting words into one and the same part of speech?

6. Different approaches to classification of parts of speech.
7. What parts of speech are there in English, Uzbek and Russian?
8. Reveal similarities and differences.
9. The problem of interference in foreign language teaching acquisition (Morphological level).

SESSION 5. The grammatical categories of typology

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 80</i>
<i>Type and form of session (Машиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машиғулот тuzилиши)</i>	<p>-To learn languages in comparison</p> <p>- To compare the grammatical categories of gender, pronouns English, Uzbek and Russian languages. Their differences in compared languages to understand a stable unity of structural form of grammatical categories .</p>
<i>Aim of the lesson (Машиғулот мақсади):</i>	-To provide students with information about the the grammatical categories of gender, pronouns English, Uzbek and Russian languages.
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков”В.Д.Аракин,Ж.Б.Буронов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

A grammatical category is a system opposed to each other grammatical forms with similar values. Members of the same grammatical category are the general grammatical meaning and differ in connotation.

Grammatical categories are subdivided into morphological and syntactic. Among the morphological categories are distinguished, for example, the kind of grammatical categories, tense, mood, person, gender, number, case; consistent expression of these categories are characterized by the whole grammatical word classes (parts of speech). Grammatical categories in different languages with a strong word formation, ie such members can be represented by the forms of the same word within its paradigm (for example, in the Russian language - the tense, the inclination, the number of the verb, number, case, gender adjectives degrees of comparison).

Word changing, ie such that the members can not be represented forms of the same word (for example, in the Russian language - the genus and animation/inanimation nouns).

Also, grammatical categories are distinguished as:

revealed a syntactically (relational), i.e. pointing especially to the combinability of the forms as part of the phrase or sentence (for example, in the Russian language - gender, case)

- non-syntactical detected (referential, nominative), ie expressed primarily different semantic abstraction, abstracted from properties,
- connections and relationships extralinguistic reality (for example, in the Russian language - the kind of time)

Such grammatical categories as for example, the number or the person can combine features of both these types.

According to Dr. Buranov, grammatical categories can be divided into two:

- grammatical macrocategories or primary grammatical categories (the term suggested by Aristotle);
- Grammatical microcategories or secondary grammatical categories (the term suggested by Aristotle).

Parts of speech or lexico-grammatic groups of words are primary grammatical categories.

As it is known the classification of parts of speech in compared languages can be identified according to the following features of lexemes:

- Lexical and grammatical meaning
- Generalization of morphologic forms for certain word groups
- According to the function of words in the sentences.

Every word of a certain part of speech has its own morphological forms, these forms contain morphological paradigm and can be connected with certain grammatical categories. For instance, in English the inflection –s can represent a category of the number and –ed of the verb can represent tense category and etc [Buranov, 1973, 101].

Secondary grammatical categories are units of grammatical meaning and grammatical forms.

Any grammatical category (the category of gender, category number, category of case, etc.) in each word has a specific content. For example, the category of gender, a

noun category, in the words of the *книга*(*book*) reveals that this noun is a feminine noun in Russian; category or type, for example, the verb *рисовать* (*to draw*) has specific content - a verb imperfective. These meanings of words are called **grammatical meanings**. Therefore, every word can have a number of grammatical meanings, for example, in the Russian verb *бежал* the following grammatical meanings can be observed: past tense meaning, singular, the masculine category of gender, unfinished form.

Grammatical meanings are expressed by a specific means of language. For example, the meaning of the 1st person singular of the Russian verb *пишу* is expressed by the ending *-у*, and the general meaning of the instrumental case of the word *лесом* is expressed by the ending *-ом*. These expressions of grammatical meanings with external language means are called **grammatical forms**. Consequently, the form of the word is a variation of the same word, differentiated from each other with grammatical meanings. Beyond the grammatical form, there is no grammatical meaning. Grammatical meanings can be expressed not only by morphological changes of words but also by means of other words, with which it is associated in the sentence. For example, in the Russian sentences *Он купил пальто* and *Он был в пальто* the form of the word *пальто*(*coat*) is the same, but in the first case it has the grammatical meaning of the accusative case, and in the second - the prepositional. These meanings are formed with different connections of the word with other words in the sentence. Moreover, according to the structure grammatical forms can be subdivided into synthetic form and analytical form.

The main difference between synthetic form and analytical form is that synthetic forms can be formed with the help of affixal grammatic morphemes (like morphemes of aspect, tense, mood, voice, person, number and perfect categories) while analytical forms are formed with link verbs.

In the following examples of comparison of secondary grammatical categories, grammatical meaning and grammatical forms can be identified.

In English, Russian and Uzbek languages, plurality is the category of the noun, pronoun, and verb, which means a great number of something or someone. For example, *these books are interesting* – *бу китоблар қизиқарли* – *эти книги интересные*.

All compared languages have some nouns, which are never used in a plural form such as *love, friendship, hate* – *любовь, дружба – муҳаббат, дўстлик*.

The verbs of compared languages are able to indicate the plurality.

English	Russian	Uzbek
She is beautiful. They are beautiful.	Он пошел в школу. Дети пошли в школу.	Бола мактабга борди. Болалар мактабга

		боришди
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Nevertheless, in English and Russian indefinite pronouns *some, any* and their *derivatives* don't have plural forms. But in Uzbek they have.

English	Russian	Uzbek
somebody anything	кто-то что-нибудь	кимлардир, аллакимлар алланималар

In English, some borrowed words keep their original plural forms. But in Russian and Uzbek borrowed words follow the rules of making plurality.

English	Russian	Uzbek
phenomenon – phenomena datum – data	Феномен – феномены Компьютер – компьютеры	Стол – столлар Компьютер – компьютерлар

Although, in English, there are nouns which form the plural by changing the root vowel. But in Russian and Uzbek there is no such a phenomenon. This feature can be considered as a distinctive feature of English plural form of the category of

aplurality (*man- men, woman – women, foot – feet, ox – oxen and etc.*). Moreover, in English and Russian, there are also some nouns, which have only the plural form (spectacles, trousers, scissors - очки, брюки, ножницы), and they are not characterized in Uzbek. Thus, they can be considered as similarity in English and Russian and as distinctive feature in comparison with Uzbek.

Therefore, typology of grammatical categories of the languages can serve in identifying language universals and at the same time to clarify their distinctive peculiarities. These phenomena can be helpful in the deep understanding of any language and teach them as a foreign language as well as in translation processes too.

Questions for self-control:

1. Who is the founder of morphological typology?
2. What grammatical categories of noun do you know in compared languages?
3. Characterize them and reveal their similarities and differences.
4. What grammatical categories of the verb do you know in compared languages?
5. Characterize them and reveal their similarities and differences in compared languages.
6. The problem of interference in foreign language teaching acquisition (Morphological level).

Questions for self-control:

1. Who is the founder of morphological typology?
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4. What grammatical categories of the verb do you know in compared languages?
5. Characterize them and reveal their similarities and differences in compared languages.
6. The problem of interference in foreign language teaching acquisition (Morphological level).

Session 6. Typological category of personality and plurality

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	<ul style="list-style-type: none"> - To learn languages in comparison to compare the grammatical categories of person English, Uzbek and Russian languages. Their differences in compared languages - To understand a stable unity of structural form of grammatical categories
<i>Aim of the lesson (Маиғулот мақсади):</i>	-To provide students with information about the grammatical categories of person English, Uzbek and Russian languages.
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Бурунов

Place of education (Таълим бериш шароити)	Lecture room
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The word "noun" comes from the Latin nomen meaning "name." Word classes like nouns were first described by Sanskrit grammarian Panini and ancient Greeks like Dionysios Thrax, and defined in terms of their morphological properties. For example, in Ancient Greek, nouns can be inflected for grammatical case, such as dative or accusative. Verbs, on the other hand, can be inflected for tenses, such as past, present or future, while nouns cannot.

So, we have to speak of grammatical categories of them and here we find great differences of grammatical categories.

Let's see the categories of the noun in both languages, as given in the matrix below.

№	LANGUAGE	FEATURES				
		number	Case	gender	animate	inanimate
1.	English	+	+(2)	-	-	-
2.	Uzbek	+	+(6)	-	-	-
3.	Russian	+	+(6)	+	+	+

The categories of the Verb in ME and MU and MR

№	LANGUAGE	FEATURES							
		tense	person	mood	number	voice	aspect	order	Gender

Exercise#1. Circle the right answer.

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 themorphological 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.
- _____ 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".

Session 7. Comparative analysis of the Syntactic systems of Modern English, Uzbek and Russian

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тuzилиши)</i>	<ul style="list-style-type: none"> - acquaint the students with the notions of "syntactical system" - To teach the students typologize word-combinations and phrases - To teach them differentiate stock phrases according to certain criteria

	<ul style="list-style-type: none"> - To acquaint the students with the notions of “typology of the sentence” -
<i>Aim of the lesson (Маишгулот мақсади):</i>	<ul style="list-style-type: none"> - -To provide students with information about the notions of “syntactical system”
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков”В.Д.Аракин,Ж.Б.Буронов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

It is rather difficult to define the sentence as it is connected with many lingual and extra lingual aspects – logical, psychological and philosophical. There are many definitions of the sentence and these definitions differ from each other because that the scientists approach from different viewpoints to this question. Some of them consider the sentence from the point view of phonetics, others - from the point of view of semantics (the meaning of the sentence) and so on.

Some of the definitions of a sentence are given below.

The Notional Definition of a Sentence: "It is sometimes said that a sentence expresses a complete thought. This is a notional definition: it defines a term by the notion or idea it conveys. The difficulty with this definition lies in fixing what is meant by a 'complete thought.' There are notices, for example, that seems to be complete in themselves but are not generally regarded as sentences: *Exit, Danger, 50 mph speed limit.*" On the other hand, there are sentences that clearly consist of more than one thought. Here is one relatively simple example: *This week marks the 300th anniversary of the publication of Sir Isaac Newton's Philosophiae Naturalis Principia Mathematica, a fundamental work for the whole of modern science and a key influence on the philosophy of the European Enlightenment.*

Jespersen's Definition of a Sentence: "Traditional attempts to define the sentence were generally either psychological or logical-analytic in nature: the former type spoke of 'a complete thought' or some other inaccessible psychological phenomenon; the latter type, following Aristotle, expected to find every sentence made up of a logical subject and logical predicate, units that themselves rely on the sentence for their definition. A more fruitful approach is that of Otto Jespersen (1924: 307), who suggests testing the completeness and independence of a sentence, by assessing its potential for standing alone, as a complete utterance."

According to **B.A. Ilyish** "The sentence is the immediate integral unit of speech built up of words according to a definite syntactic pattern and distinguished by a contextually relevant communicative purpose". The definition proves that is quite right when he writes: "The notion of the sentence has not so far received a satisfactory definition".

"A sentence is a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought. A sentence is not only a means of communicating something about reality but also a means of showing the speaker's attitude to it.

The train moved out of the city.

Are you ready?

Put down the book.

Thus, concluding the above mentioned conceptions, there can be said that in any act of communication there are three factors:

1. The act of speech;
2. The speaker;
3. Reality (as viewed by the speaker).

B. Khaimovich and **Rogovskaya** state that these factors are variable since they change with every act of speech. They may be viewed from two viewpoints:

- 1) From the point of view of language are constant because they are found in all acts of communication;
- 2) They are variable because they change in every act of speech.

Every act of communication contains the notions of time, person, and reality.

The events mentioned in the communications are correlated in time and time correlation is expressed by certain grammatical and lexical means.

Any act of communication presupposes the existence of the speaker and the hearer.

The meaning of person is expressed by the category of the person. They may be expressed grammatically and lexico-grammatically by words: I, you, he...

Reality is treated differently by the speaker and this attitude of the speaker is expressed by the category of mood in verbs. They may be expressed grammatically and lexically (may, must, probably...)

According to the same authors the three relations - to the act of speech, to the speaker and to reality - can be summarized as the relation to the situation of speech.

The relation of the thought of a sentence to the situation of speech is called predicativity.

Predicativity is the structural meaning of the sentence while intonation is the structural form of it. Thus, a sentence is a communication unit made up of words /and

word-morphemes/ in conformity with their combinability and structurally united by intonation and predicativity.

Within a sentence, the word or combination of words that contain the meanings of predicativity may be called the predication.

My father used to make nets and sell them.

My mother kept a little day-school for the girls.

Nobody wants a baby to cry.

A hospital Nursery is one of the most beautiful places in the world.

You might say, it's a room filled with love.

According to academician **G. Pocheptsov**, the sentence is the central syntactic construction used as the minimal communicative unit that has its primary predication, actualizes a definite structural scheme and possesses definite intonation characteristics. This definition works only in case we do not take into account the difference between the sentence and the utterance. The distinction between the sentence and the utterance is of fundamental importance because the sentence is an abstract theoretical entity defined within the theory of grammar while the utterance is the actual use of the sentence. In other words, a sentence is a unit of language while the utterance is a unit of speech.

The most essential features of the sentence as a linguistic unit are a) its structural characteristics – subject-predicate relations (primary predication), and b) its semantic characteristics – it refers to some fact in the objective reality.

Thus, by sentence, we understand the smallest communicative unit, consisting of one or more syntactically connected words that have primary predication and that have a certain intonation pattern.

There are many approaches to classify sentences. Below we shall consider only some of them.

B. Ilyish classifies sentences applying two principles:

1) Types of communication. Applying this principle he distinguishes 3 types of sentences: **declarative, interrogative, imperative**.

2) According to the structure. Applying this principle he distinguishes two main types of sentences: **simple and composite**.

Ch. Fries gives an original classification of types of sentences. All the utterances are divided by him into **Communicative** and **Non-communicative**.

The Communicative utterances are in their turn divided into 3 groups:

I. Utterances regularly eliciting "oral" responses only: **greetings, calls, questions**.

II. Utterances regularly eliciting "action" responses, sometimes accompanied by one of a limited list of oral responses: **requests** or **commands**.

III. Utterances regularly eliciting conventional signals of attention to continuous discourse statements.

L. Barkhudarov compares source (kernel) sentences with their transforms, he distinguishes several types of sentences from their structural view-point. His classification will represent binary oppositions where the unmarked member is the source kernel sentence and marked one is the transformed sentence.

The most important oppositions within the limits of simple sentences are the following two:

1. Imperative (request) and non-imperative sentences.
2. Elliptical and non-elliptical sentences.

Summarizing the issue about the classification of sentences in the English language, we can say that this can be done from different points of view. But the most important criteria so areas follows:

1. The criterion of the structure of sentences.
2. The criterion of the aim of the speaker.
3. The criterion of the existence of all parts of the sentence

From the point of view of the first criterion, sentences fall under two subtypes:

simple and **composite**. The difference between them is in the fact that simple sentences have one primary predication in their structure while composite ones have more than one.

According to the criterion of the aim of the speaker, sentences fall under **declarative**, **interrogative**, **imperative** and **exclamatory**.

From the point of view of the existence of all parts of the sentence, we differentiate **elliptical** and **non-elliptical** sentences.

Generally, in all three compared languages sentences may be classified according to:

- types of communication
- structure.

According to the types of communication sentence in compared languages are divided into:

- ✓ declarative,
- ✓ interrogative
- ✓ imperative.

A **Declarative** sentence states a fact in the affirmative or negative form. There are a number of difference between English and Russian, Uzbek negative sentences. An English sentence may have only one negation while the Russian sentence one may have more than one. (*Nobody was late.* - *Никто не опоздал, Ҳеч ким кеч қолмади*). Similarly, there can be observed a list of the ways of expressing negation in all three compared languages:

Means	English	Russian	Uzbek
Grammatical morpheme	do+not <i>I don't go</i>	не <i>Я не пойду</i>	-ма <i>Мен бормаيمان</i>
Lexical units	Neither...nor <i>It is neither good nor bad</i>	Не...не <i>Это и не хорошо и не плохо</i>	Эмас, на ...на <i>Бу на яхши ва на ёмон</i>
Negative pronouns and	Nobody, nowhere, never, none	Никто, нигде, никогда, ни один	Ҳеч ким, ҳеч қаер, ҳеч қачон,

adverbs	<i>None of them is here</i>	<i>Ни один из них не здесь</i>	хеч бири Уларнинг хеч бири бу ерда эмас
Phraseological units	<i>When Ethiopian changes his skin</i>	<i>Жди у моря погоды</i>	Қизил қор ёққанда
Rhetoric questions	<i>Whoever can win us?!</i>	<i>Да кто может нас победить?!</i>	Ким ҳам бизни енга оларди?!

The examples in the table can show some detailed difference in expressing the negation in compared languages.

An **Interrogative** sentence asks a question. In English, there are four types of questions: general, special, alternative and disjunctive. (*Do you want...?, Where do you want...?, Do you want ...or...?, You want..., don't you?*). Russian interrogative sentence may be divided into 2 groups: 1) Interrogative sentence having no interrogative words, sometimes they may contain such particles as *ведь, как, что, неужели, разве, ли*, and etc. In such cases, they differ from a declarative sentence in intonation. (*Инженер поехал в Москву? Его здесь нет? Разве он вамписал? Неужели он ушел?*); 2) Interrogative sentences having interrogative words, such as *кто, что, куда, откуда, почему* (*Кто пришел? Что вы читаете?*). Special attention must be paid to the indirect questions the rules of sequence of tenses must be observed. Uzbek interrogative sentences are also divided into 2 groups: 1) absolute interrogative sentences which require the answers (*сиз эртага келасизми?*); 2) rhetoric interrogative sentence with the obvious hidden answer in it (*Мен унинг тўсатдан келиб қолишини қаердан билай?! Бу ватанда нималар йўқ?! Ўзинган чиққан балога қайга борасан давога?! Бу нимаси?!).*

Imperative sentences serve to induce a person to do something. They express a command, a request, an invitation, a wish, a demand, and a call and so on.

Declarative, interrogative and imperative sentences may be exclamatory when they express a strong emotion (happiness, delight, anger, etc). (*What a lovely day it is! How wonderful!*) (*Москва как много в этом звуке...*) (*Аввал ўйла кейин сўйла!*).

There is no great difference of sentences in compared languages according to the structure sentences. Due to the grammatical structure, they are divided into two-member and one-member sentences. A two-member sentence has two members: the subject and the predicate. (*Pete reads. Mary writes.*) A two-member sentence may be: complete and incomplete 2 member sentences. The complete has both the subject and the predicate. The incomplete is a sentence then one of the principle parts or both of them are missing, but can be easily understood from the sentence. Such sentences are called elliptical. (*Where are you going? – To the cinema.*) Elliptical sentences are usually met in colloquial speech and dialogues. A one-member sentence is a sentence, which has only one member, which is neither the subject nor the predicate. One member makes the sentence complete. One-member sentences are generally

used in the description and in an emotional speech. If the main part of a one-member sentence is expressed by a noun and the sentence is called nominal. (*Dusk-of the summer night. Зима, крестьянин торжествует*). A simple sentence may be extended (has both the principle parts of the sentence and the secondary parts. E.g. Pete reads book every day.) And unextended (has only the subject and the predicate).

Session 8. Typology of lexical level of English and Native Languages Lexical Typology and its branches

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Машигулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машигулот тузилиши)</i>	<ul style="list-style-type: none"> - To acquaint the students with the notions of “typology of lexical systems” - To explain the student the nature of a word as the main typological unit of the lexical system of the language
<i>Aim of the lesson (Машигулот мақсади):</i>	<ul style="list-style-type: none"> - -To provide students with the information about notions of “typology of lexical systems”
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

The term “typology”, as is well known, has many different uses. What primarily matters for the present volume is typology understood as “the study of linguistic patterns that are found cross-linguistically, in particular, patterns that can be discovered solely by cross-linguistic comparison”. Typology can also refer to the typological classification of languages into (structural) types on the basis of particular patterns for particular phenomena. Typological research is driven by the persuasion that the variation across attested (and, further, possible) human languages is severely restricted, and aims therefore at unveiling systematicity behind the whole huge complex of linguistic diversity. In pursuing their tasks, typologists raise – and often try to answer – important theoretical questions, such as:

- According to what parameters does a specific phenomenon vary across languages, in what patterns do these parameters (co-)occur?
- What generalisations can be made about attested vs. possible patterns?
- What is universal vs. language particular in a given phenomenon, what phenomena are frequent vs. rare?
- How are various linguistic phenomena distributed across the languages of the world?
- Which phenomena are genetically stable and which are subject to contact-induced change?
- How can the attested distribution of the different patterns across languages be explained?

How can the attested cross-linguistic patterns /generalizations be explained?

The papers in the present volume do in fact focus on linguistic patterns that can be discovered only by cross-linguistic comparison – cross-linguistically recurrent patterns of polysemy, heterosemy and semantic change – and are therefore examples of typological research. The domain of research shared by the papers in the volume is, however, somewhat outside of the main interests of modern typological research, that has so far primarily focused on grammatical and, to a lesser degree, phonetic / phonological phenomena under the labels of “grammatical typology”, “syntactic typology”, “morphological typology”, “morphosyntactic typology” (or, quite often, just “typology”), “phonetic typology” and “phonological typology”. None of those would suit the direction of the volume. We are dealing here with lexical, with semantic phenomena – which is the primary objects of lexical typology. The term “lexical typology” is often used as if there was self-explanatory, but is only rarely explicitly defined. What can be meant by lexical typology is, however, less clear, apart from the evident fact that it involves cross-linguistic research on the lexicon. Many linguists will probably agree with the definition that lexical typology is concerned with the “characteristic ways in which language packages semantic material into words”. Viewed as such, lexical typology can be considered a sub-branch of semantic typology concerned with the lexicon. Other definitions of lexical typology focus on “typologically relevant features in the grammatical structure of the lexicon” or on typologically relevant vs. language-specific patterns of lexicon-grammar interaction.

Lexical typology deals with the units of lexical levels. It studies *inter-lingual* paradigms of words, inter-lingual *invariance* of **meanings** expressed by words and

phrases. Some linguists combine lexical and semantic typologies. *Lexical typology* must be studied as an independent branch of linguistic typology, because it deals with lexical units, while semantic typology concerns to every level of language hierarchy.

The terms “**semantic typology**” and “**lexical typology**” are often used as if there were self-explanatory, but are only rarely explicitly defined. Semantic typology is “*the systematic cross-linguistic study of how languages express meaning by way of signs*”. Many linguists will probably agree with the definition that lexical typology is concerned with the “characteristic ways in which language packages semantic material into words”. Viewed as such, lexical typology can be considered a **sub-branch** of semantic typology concerned with the lexicon. Other definitions of lexical typology focus on “**typologically relevant features in the grammatical structure of the lexicon**”.

The lexicons of most languages show different layers of origin with many words coming from “outside” – as direct loans, loan translations, etc. A particularly interesting aspect of historical lexical typology is the search for cross-linguistically recurrent patterns in contact-induced lexicalization and lexical change, e.g., differences in borrowability among the different parts of the lexicon and the corresponding processes in the integration of new words, or patterns of lexical acculturation (i.e., how lexica adjust to new objects and concepts).

Lexical-typological research can also be more *local*, e.g., restricted to a particular lexical field, a particular derivational process, a particular polysemy pattern, or more *general*, with the aim of uncovering patterns in the structuring of the lexicon that is supposed to have a bearing on many essential properties of the language. The latter includes various approaches to the issues of “basic” vs. non-basic vocabulary, or suggestions as to how to characterize, compare and measure the lexical-typological profiles of different languages. In fact, some people prefer using the term “typological” (e.g., typological properties) for referring to what is considered as the more essential, central, or general properties of a language. In this understanding, a large portion of cross-linguistic research on words and vocabularies will not count as typological (this applies, among others, to what is called “local” lexical-typological research immediately above).

Lexical typology consists of following branches:

- * Lexical typology of words
- * Word-building typology
- * Comparative lexicology
- * Lexical-statistic typology
- * Lexical typology of borrowings
- * Lexical typology of phraseology
- * Lexical typology of proverbs and sayings and etc.

Types of words and phrases can be studied and compared in these types of branches of lexical typology. As an example lexical typology of borrowings in English, Russian and Uzbek can be analyzed below:

Lexical typology of borrowings

Borrowed words are the words adopted from other languages. Borrowing is a consequence of cultural contact between two language communities. Borrowing of words can go in both directions between the two languages in contact, but often there is an asymmetry, such that more words go from one side to the other. According to the nature of borrowings, they can be classified in all languages into:

Borrowings

Loan words

Translation loans

Semantic loans

A loan word taken over from another proper language can be modified in phonetic shape, spelling, paradigm or meaning according to the standards of the language.

Example:

English→Russian→Uzbek: club, pop, abest-seller, show, CD-Rom.

Russian→Uzbek: журнал, театр, роман, армия, сюжет, автобус.

- A translation loans are the words and expressions formed in one language after the patterns characteristic of it but under the influence of some foreign words and expressions. For example:

Latin: “tinge maternal” → mother tongue;

English: “Periodical journals” → периодические журналы;

Russian: “Дом престарелых” → қариялар уйи and etc.

- Semantic borrowings are the appearance of a new meaning due to the influence of a related word in another language. For instance:

English: mother → Mutter (German) → Madre (Spanish).

Russian: ночь (night) (protoSlavic) → но́чь (Russian)

→ ніч (Ukrainian) → но́ч (Belarusian) → noc (Polish) → noc (Czech) → noc (Slovak)

→ noč (Slovene) → ноћ/ noć (Serbo-Croatian) → нош (nosht) (Bulgarian).

Uzbek: бош (Uzbek) → бас (Kazakh, Kharakhalpak) → баш (Kirgiz, Turkmen),

тоғ (Uzbek) → тоо (Kirgiz) → тав, тай (Kazakh, Kharakhalpak) → дағ (Turkmen, Azerbaijan).

During XV centuries of its written history, the English language comes in long and close contacts with several other languages, mainly, Latin, French and by a number of historical causes: Latin was for a long time used as a language of learning and religion; Norman was the language of conquerors in the IX-XI centuries; French was the language of other conquerors in the XI-XIV centuries.

The Uzbek language also has had an old and long contacts with many nations in its history, especially with Arabians, Persians, Turkish and Russians. It is known from the history of Uzbek language that Arabian was the language of religion and science as Latin in English, Turkic and Persian were mostly the languages of poetry in the middle ages and other languages were the languages of the conquerors of several historical periods.

Different from English and Uzbek languages Russian language did not acquire words from any kind of conquerors, but as other languages, it also has a group of words which acquired from various genetically related and non-related languages. This language started to enlarge its vocabulary from ancient times. For instance, from VI-

VII centuries words which connected with florae taken from Pro-Slavonic language, in VI-IX centuries influence of Eastern-Slavonic and Russian national language formed in the period of XVII-XVIII centuries. Besides, it expands its vocabulary from Indo-European languages too.

Session 9. Methods of comparative typology and its notions

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Машиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машиғулот тузилиши)</i>	<ul style="list-style-type: none"> - To acquaint the students with the compare deductive method (by way of logical calculations), inductive (by way of comparing real facts of language) -to studies frequency of language units in speech and thier usage for distinguishing certain objects (things, notions, relations etc). -To learn the level of analysis, which distinguish certain objects (things, notions, relations etc
<i>Aim of the lesson (Машиғулот мақсади):</i>	-To provide students with information about the deductive method and inductive way of comparing real facts of language (things, notions, relations etc).
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language

the then English literature.	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

the comparative method aims at establishing the isomorphic (alongside of allomorphic) features and on their basis the determining of structural types of languages under contrastive investigation;

-the deductive method is based on logical calculation which suggests all the possible variants of realization of a certain feature/phenomenon in speech of one or more contrasted languages;

-the inductive method which needs no verification, since the investigated feature was proved by linguists and therefore the results obtained are possible;

-the statistic method for establishing the necessary quantitative and qualitative representation of some features or for identifying the percentage of co

-occurrence of some features or linguistic units in the contrasted languages;

-the IC (immediate constituents) method is employed to contrast only linguistic units for investigating

their constituent parts in one or some contrasted languages;

- transformational method

for identifying the nature of a linguistic unit in the source language or for determining the difference in the form of expression in the contrasted languages.

	vowel	consonant	diphthong
English	+	+	+
Uzbek		+	+
Russian		+	+

Linguistic studies based on methods of comparison
Linguistic comparativistics

General typology.

Diachronical comparative linguistics

Synchronical comparative linguistics

Lingua –
dialectology

Contensive
typol.

Structural
typol.

Charac
terolog

Contrastive
linguis.

Theory of
trans-
lation

Pradigmatic
s

Semantics

Syntactics

Function-
al
grammar

This is V.P. Nerz's scheme of comparative linguistics.

When we compare languages we have to distinguish the type of the languages compared. They should belong to one of the following generally acknowledged types of languages or language types as to the morphological features of a word structure.

- a) analytical language (isolated, amorphous)
- b) synthetic language
- c) fleective language

On a syntactical level there are such language types suggested by an outstanding typologist of the XX century I.I. Meshaninov, whose ideas were further strengthened by his disciple Klimov G.A.

- 1) nominative language
- 2) ergative language
- 3) active language
- 4) class language
- 5) neutral language

The notion of a type in a language means a type of language means expressing something. We can trace such types in language;

- a) phoneme
- b) morpheme
- c) lexeme
- d) phraseme
- e) syntaxeme
- f) texteme

They are all types of

means expressing language units
units

THE NOTION OF A "METALANGUAGE" OR "ETALON LANGUAGE"

Metalanguage / or etalon language is either an artificial or natural language, which has all necessary features of human language.

As to V.D.Rozhdestvensky etalon language is a system of terms needed for describing categories of any language.

So, it must have a system of notions containing any typological and geneological characteristics of human language in a given system or subsystem of it

The notions of "isomorphism" and "allomorphism" in comparison are to be commented on

When comparing languages one has to establish both "isomorphic" and "allomorphic" features of the compared. Allomorphic features are not similar features where as isomorphic features are similar ones.

For example:

English has verbals so has Uzbek, but they differ in quality rather than in quantity.

1)gerund 1) ҳаракат номи (инфинитив)

2)infinitive 2) равишдош

3)participle 3) сифатдош

Or Uzbek and English have vowel and consonant phonemes; these are their isomorphic features. But Uzbek has no diphthongs and triphthongs-which is their allomorphic features.

THE NOTION OF UNIVERSAL GRAMMAR. Universal grammar studies universal features of the language as to the etalon language or general notion or terms for comparing languages. So universal grammar studies universal grammatical features of languages in compare

Types of language comparison

The comparison may be of two types: *substantial* and *non-substantial*.

Under *substantial comparison*, linguists mean comparison of some concrete things or objects, e.g. sounds, digits, numbers, etc. Under *non-substantial comparison*, linguists mean comparison of systems and their elements.

At the early stages of development of typology as a science, the major role is longed to the substantial comparison, which is considered primary. Yuri Rojdenstvenskiy' wrote "...in General Linguistics the relations between language systems based 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 Comparative Typology as an independent science.

There are two approaches to language description: *internal* and *external*.

Internal approach deals with the comparison of the systems of any concrete language. It is inner comparison within one concrete language. *External approach* deals with the cross-language comparison.

Comparative Typology may compare language systems *panchronically* though they are living or dead; besides, it may compare language systems *synchronically* and *diachronically*.

The diachronic approach is a static study of a certain period.

The synchronic approach is a dynamic one.

Session 10 Typology of Super segmental means of Modern English, Uzbek and Russian

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот музилиши)</i>	<p>- To acquaint the students with the other means of the languages their super segmental means such as stress and intonation.</p> <p>-To acquaint the students with the a stress type to understand a stable unity of structural acoustic features, characterizing the given stress as a upper segmental phonological means.</p>
<i>Aim of the lesson (Маиғулот мақсади):</i>	-To provide students with information about super segmental means such as stress and intonation
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов

Place of education (Таълим бериш шароити)	Lecture room
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Word stress or accent is usually defined as the degree of force or prominence with which a sound or syllable is uttered. Languages differ with word stress placement and degrees of it.

In the Turkic languages, particularly in Uzbek, word stress usually falls on the final syllable.

English, Uzbek, and Russian are called stress languages or languages with dynamic stress (force stress), in which intensity is more significant than the other correlates- duration and pitch.

Stress can be divided into all compared languages as follows:

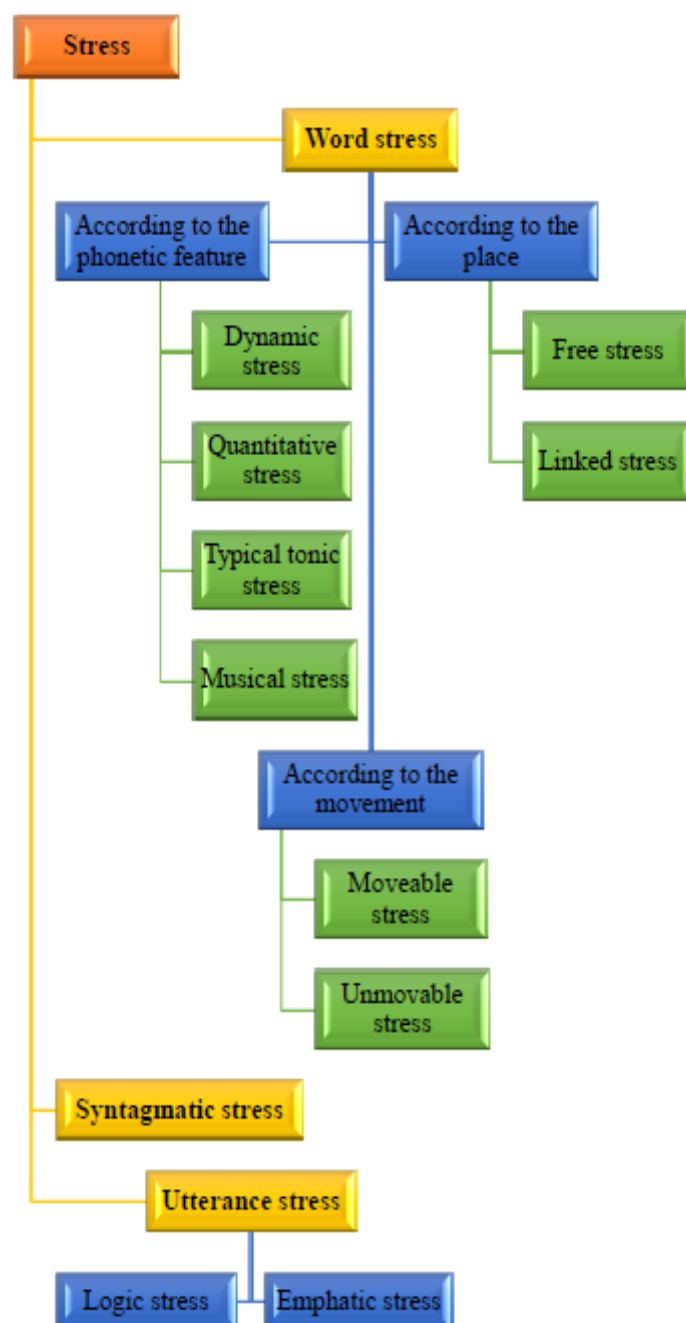
In English:



In Russian:



In Uzbek:



The features of these three languages can be seen from the tables above. In English, the word stress is fixed, while in Uzbek it is movable and it often falls to the right side to the suffixes:

Eng. *`teach* - *`teach* +*er*, - *`teach*+*ing*

Uzb. *`uш* – *uш*+*`чи* – *uшчи*+*`лар* – *uшчилар*+*`да* – *uшчиларда*+*`ми*?

Some words of collective pronouns (such as *ҳамма*, *барча*) of Uzbek are considered as exceptions because in these pronouns stress is fixed: *ҳ`амма* – *ҳ`амма*+*га* – *ҳ`амма*+*дан*.

On the contrary, with these two languages Russian stress can be distinguished with its free (can be in any part of a word: *хонный, пртный, проходно й*) and mobility (can change its place in different forms of a word: *нача ть, на чал, начала , на чали*) features.

In all compared languages have two equal stresses: *`mid`night, `black`board, `home`sick* etc., in Uzbek: *т `мир`йъл, бог`ишам`ол* etc., in Russian: *л т онр т пл ни , о оло мный, и ц -пр ид нт*etc.

Stress is one of the ways of word building in these compared languages:

Eng.: *`present* (noun) – *pre`sent* (verb), *`expert* (noun) – *ex`pert* (verb).

Uzb.: *`олма* (noun) – *ол`ма* (verb), *`сузма* (noun) – *суз`ма* (verb).

Rus.: *заб о оват* (место в гостинице)– *заб о ова т* (орудие), *сме л й* (adj.) - *смела* (noun). **Word stress**

Word stress is stress in individual words. In isolation, every word has its own stress. Short words usually have one stress, longer words usually have two stresses: primary stress and secondary stress. Word stress is also called word accent.

Primary and secondary stress

Primary stress is the strongest stress that is given to a syllable in a word. Secondary stress is weaker than primary stress but stronger than absence of stress.

Note: Main stressed syllable in the word is indicated by capital letters in this material, for example, LEMon. In words with two stresses, capital letters with a stress mark before them show the syllable with primary stress, and small letters with a stress mark before them show the syllable with secondary stress, for example, 'eco'NOMics.

Rules of Word Stress in English

There are two very simple rules about word stress:

One word has only one stress. (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)

We can only stress vowels, not consonants.

Here are some more, rather complicated, rules that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally.

English, Uzbek and Russian languages intonation

In linguistics, intonation is the variation of pitch. Intonation and stress are two main elements of linguistic prosody. Intonation is a part of suprasegmental

phonology. Intonation helps to recognize the language that you hear in the same way as the melody of a song helps to recognize the song that you hear. That is why “Intonation” is the melody or music of a language. It consists of a number of components and comparing languages have a difference in the number of these components.

	Components of intonation	
English	Uzbek	Russian
Pitch Sentence stress Rhythm	Melody Stress Pause Rhythm Temp Timbre Intensity	Stress Pause Timbre Melody Temp

Besides the two basic types of intonation. Other main types of intonation include **high fall, low fall, fall-rise, high-rise, midlevel rise, low rise**, which is not classified in the other two languages.

Falling intonation is used for asking and giving information in normal, quiet, unemphatic style. Sounds more categorical, confident and convincing than rising intonation.

Standard patterns:

In all compared languages, falling intonation is used on the last stressed syllable of the sentence in:

- **Statements**(declarative sentences) :We live in London. Биз Лондонда яшаймиз.МыживемвЛондоне.
- **Special questions**: Where do you live? Қаерда яшайсизлар? Гдевыживете?
- **Commands (imperative sentences)**: Sit down! Ўтиринг! Садитесь!
- **Emphatic sentences**: What a wonderful news! Қандай ажойиб янгилик! Какая приятная новость!

Rising intonation in English is a complicated phenomenon. It can express a number of various emotions such as non-finality, surprise, doubt, politeness, interest, lack of confidence. Standard rising intonation in English first goes down a little and then up. The similarity of rising intonation in standard patterns also can be observed:

Rising intonation is used in:

- **General questions**: Will you come? Келасизм ? Выпридете?
- **Tag questions**: (When we the speaker is not sure that the answer will be “Yes” or wants your opinion and confirmation): It is a beautiful \ TOWN, ISN’T it? Нақадар гўзал шаҳар, шундай эмасм ? Какойкрасивыйгород, нетак ли?

In addition, there is a levelled intonation, which is used at the end of imperative sentences: Stop the car! Машинани тўхтатинг! Остановите машину!

As it is seen, there are no big differences in types of intonation in compared languages. But we can mention that English greeting and leave-taking sentences are pronounced with rising intonation, in Uzbek and Russian it is pronounced with falling intonation. Good day! Салом! Привет! Bye! Хайр! Пока!

Moreover, English and Russian intonation have a classification of functions of intonation.

English: attitudinal, accentual, grammatical, discours

Russian: semantic, expressive, syntactic, and euphonic.

In contrast with above-mentioned functions, **Uzbek** intonation has several roles in the sentences: a) as the mean means of expressing completeness of the sentence; b) participates in differentiating the types of sentences according to their purpose and emotionality; c) as an important phonetic means in expressing syntactic relations.

Questions for self-control:

1. What is syllable?
2. What classification of syllable do you know?
3. What types of word stress do you know according to its place?
4. What is the difference between movable and unmovable stress?
5. Tell similarities and differences between intonation types.

SESSION 1. Historical typology as one of the periodization of the history of the language

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Машигулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машигулот тузилиши)</i>	<p>-To acquaint the students with the comparison of phraseological systems Modern English, Uzbek and Russian</p> <p>- to learn lexical systems of the compared languages studies degree of relationship (kinship) and origin of languages by establishing genetic links between languages compared, main purpose being restoration of the parent language.</p>
<i>Aim of the lesson (Машигулот мақсади):</i>	-To provide students with information about the languages irrespective of their areal, geography and with the purpose of

	establishing allomorphic
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

The most popular definition of the subject matter seems to be Comparative 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 the 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 language universals).

Comparative typology shows special interest in 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 the similar extent become the subject matter of a typological study.

Comparative 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.

Nowadays many terms are used for defining this very type of science, such as *Linguistic Typology*, *Comparative Typology*, and *Contrastive Linguistics*, *Characterology* and so on. However, with the help of analyzing historical background, we will be able to realize the main notion of this branch of Linguistics.

1.2. Historical background of typological investigations

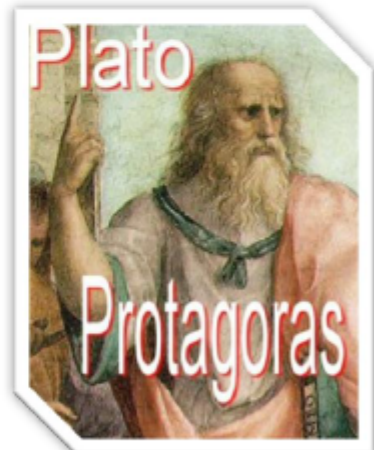
The questions of timing the history of linguistic comparison are quite complicated and are the ones, which have not found their final solution yet. The history of linguistic comparison is an integral part of linguistic science development, which is bound with the history of thenation and cognition. That 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:

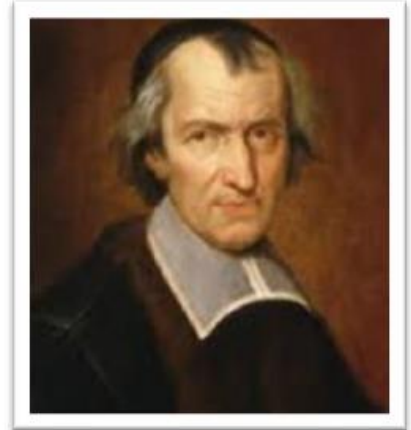


The first period is characterized as a spontaneous or evolutionary. It begins with the emergence of the first linguistic works. That period was over not long before the Renaissance. In Ancient Greece, the language was studied in the frames of philosophy. The major issue, which was in the

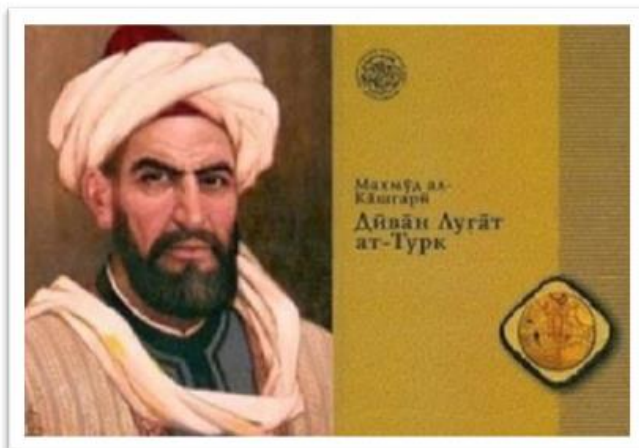
focus of discussion, was a correlation of substances to their names. Still, already in the works of Protagoras and Aristotle, there are statements related to distinguishing words, word combinations, linguistic categories like gender, case, number, the definition of the sentence, classification of words 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.



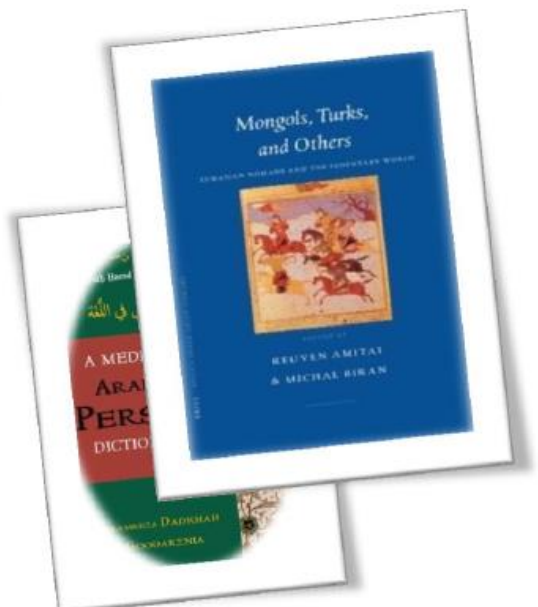
The second period is characterized as a period of establishing the first scientific comparison of languages and this period is related to the General and Rational Grammar: Port-Royal Grammar by Arnauld A., Lancelot C, (XVII c.) in Indo-European languages. Port-Royal Grammar can be considered one of the 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.



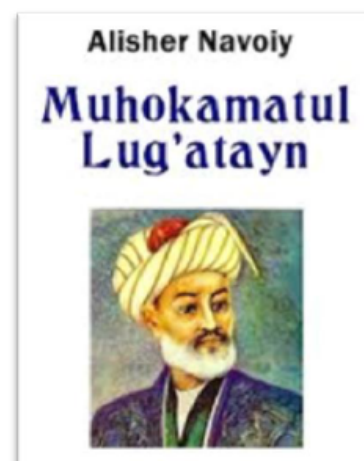
Comparative study of Turkic language has its own history. Divan-Lugat At-Turk by Mahmud Kashgariy is considered the most solid work on the linguistic comparison of Turkic languages. Mahmud Kashgariy analyzed phonetic, grammatical and lexical units of a group of Turkic languages and defined the level of their genetic relation to each other.



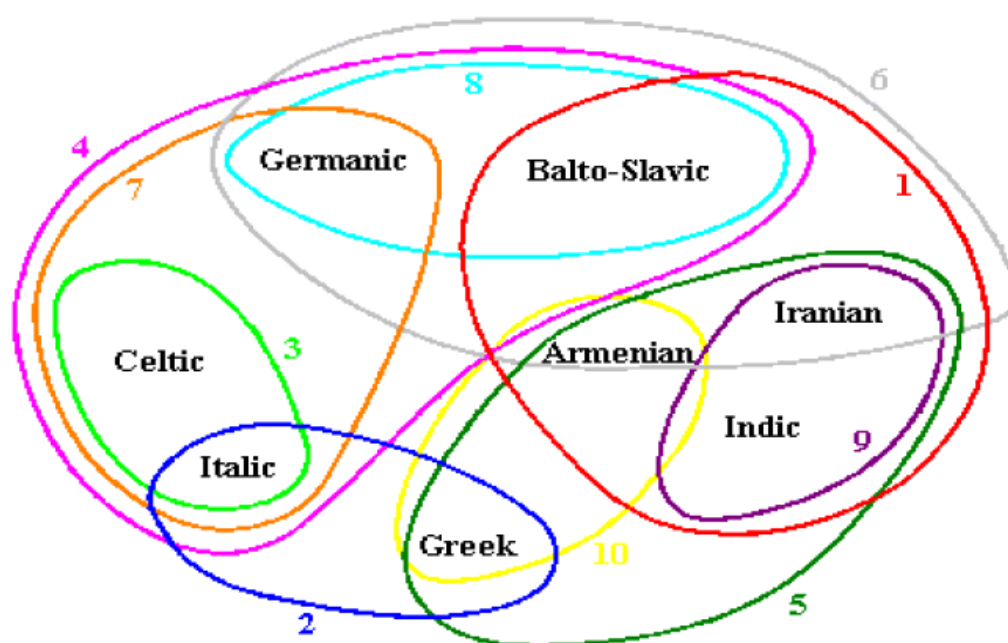
Further development of comparative study can be traced in the appearance of glossaries and dictionaries, e.g. Turkic-Mongol-Persian dictionary compiled in Egypt (1245), Latin-Persian Kypchak dictionary (XII c), and other works.



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

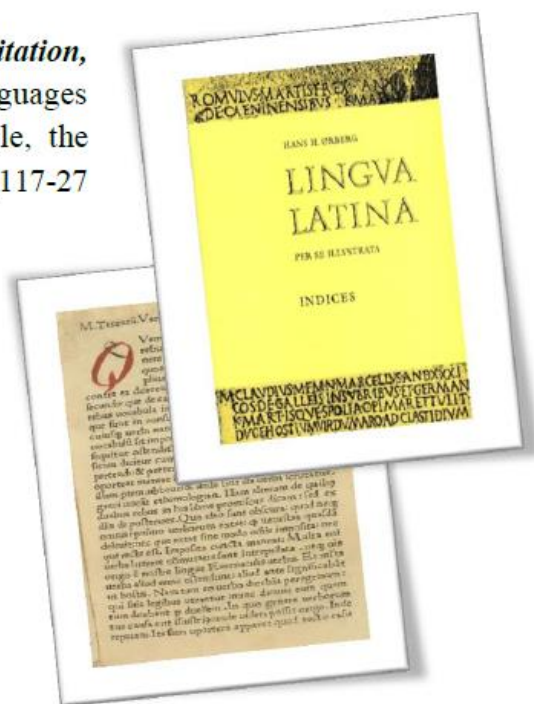
The second factor is characterized as a period of the appearance of scientific comparative works. Comparisons of languages and linguistic units date back to

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 therapid development of comparative



studies.

Until recent times, this book has been used in modern typology. N. Kretzman 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



Questions for self-control:

1. What does the term 'typology' mean?
2. Do we use this term in everyday life?
3. What is the role of Typology in Linguistics?
4. What tasks does this subject have?
5. What is the necessity of learning typology?
6. What is the difference between Linguistic and Non-Linguistic typology?
7. Name the periods of Comparative typology development.
8. Name the factors of Comparative typology development.
9. What directions of comparative typological investigations are known to us?
10. How did Dr. Buranov classify Comparative Typology?

TOPICS FOR PRESENTATIONS

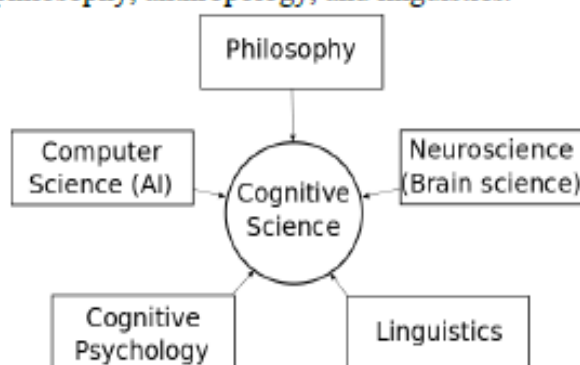
1. The notion of Linguistic and Non-Linguistic typology.
2. Introduction to Comparative Typology.
- 39
3. Different approaches to language comparison.
4. Different types of comparison of language systems (panchronic, diachronic, synchronic).
5. The notions "type in language" and "type of language".
6. Directions of comparative typological investigations.
7. Characterize internal and external approaches to the comparison.
8. Types of language comparison in Comparative Typology

SESSION 2. The relationship between comparative typology and the anthropocentric direction of linguistics

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Машиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машиғулот тузилиши)</i>	<p>To acquaint the students with the notions of anthropocentric direction of linguistics</p> <ul style="list-style-type: none"> - To acquaint the students with the language typology as a special branch of linguistics - To teach the students differentiate languages and language systems

<i>Aim of the lesson (Машигулот мақсади):</i>	-To provide students with information about the anthropocentric direction
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of The brief outline of the modern comparative typology and thnew direction anthropocentric of linguistics 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков”В.Д.Аракин,Ж.Б.Буронов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

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.

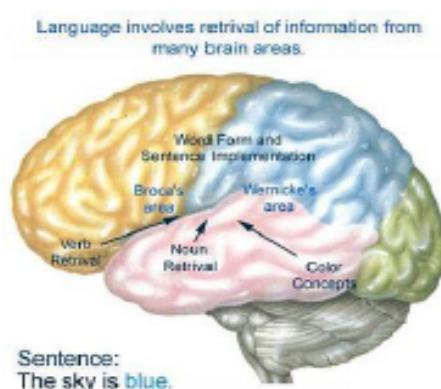
Specifically, such anchor domains in modern linguistic research as communication, interaction, culture, habitus, cybernetics, culture, and cognition can be considered as a target of comparative typology.

Questions for self-control:

1. What can be understood under the term of anthropocentric paradigm?
2. What does “Cognitive science” include?
3. How can the modern trends of the general linguistics be defined?

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.



SESSION 3. The Understanding of universals and their means

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тuzилиши)</i>	<ul style="list-style-type: none"> - To acquaint the students with the notions of “typology” - To acquaint the students with the language typology as a special branch of linguistics - To teach the students differentiate languages and language systems
<i>Aim of the lesson (Маиғулот мақсади):</i>	-To provide students with information about the Object and aims of typology, Language universale

<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English literature The brief outline of the language universals 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буронов
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Comparative typology makes use of different methods of linguistic analysis:

- 1.Comparative method
- 2.Componential method
- 3.Distributional method
- 4.Opositional method
- 5.Transformational method
- 6.Method of IC
- 7.Tegmemic method
- 8.Statistical method
- 9.Method of language universals, unicals, recessives etc.

These methods are used extensively in general linguistics and they are applicable in CT as well.

Amoong them the method of comparative typological analysis is the main one, others are helpful, when nrcessary.

UNIVERSAL features show that all languages have one parent language they came from (they originated). Features common to all languages are called "language universals"

For example:

- 1.In all languages there are proper nouns and common nouns.
- 2.In all languages there are such language units as :
 - a)phoneme
 - b)morpheme
 - c)lexeme
 - d)phraseme
 - e)syntaxeme (proposeme)
 - f)texteme

3. Every language has sentences (or there's no language without sentences).

4. Each language has vowel and consonant phonemes.

Language universals or better call them

"LINGUISTIC UNIVERSALS";

They may be of the following types;

1. Absolute universals

2. Non-absolute universals

1. Absolute Universals of the above mentioned type. "There are compound sentences in every language".

NON - ABSOLUTE UNIVERSALS

a) Statistical Universals (or dominants)

1) In the majority of the languages there are complex sentences.

2) In the majority of the languages the verb has the grammatical category of mood (exception - Indonesian language has no mood).

b) Recessives (which are peculiar to a few languages); In French, Italian, Greek, Guarani and Suahili in complex sentences the object expressed by pronouns precedes the predicate verb, whereas the object expressed by nominal parts of speech (nouns) follows the predicate - verb.

Along with Universals we have to speak of specific features of languages called "Unique features" or unicals.

For example;

1) In the Uzbek language plural ending "-lar" can express the meaning of respect as to the person spoken of.

Отамлар келдилар.

2) In the Malinke languages in complex sentences with conditional clauses the latter is introduced to the principal clause asyndetically only.

All these features are known as typological constants of languages in linguistics (save unicals)

NOTION OF A TYPE IN A LANGUAGE.

The notion of "type" is to be understood in two meanings:

1. Type in a language which means types of language units for instance, phonemes, morpheme, lexeme, phraseme, syntaxeme etc)

2. Type of a language or language type (agglutinative, flecive, isolated, analytical etc).

1) Comparative typology establishes similarities and dissimilarities of the compared languages, revealing the interfering role of one language to the other when in contact which is of great importance for the methods of teaching a foreign lang.

2) Besides that comparative typology gives linguistic grounds for translation.

3) Comparative typology helps to reveal such features of a language which may not be noticeable when learned alone.

4) It verifies the existing universals, dominants, relexes in language.

5) It also establishes unique features of language if possible.

TYPES OF TYPOLOGICAL INVESTIGATIONS

Typological investigation may fall into the following types as to.

1) the number of the compared languages

2) the types of language material and its quantity

3) the purpose (aim) of the investigation

4) the character of the established dissimilarities

5) the level of analysis

6) the direction of the investigation

As to the number of the languages typological investigation may be called.

1) universal typology (tries to learn all languages both living and dead)

2) special typology (learns two languages). Our course may be called special typology (comparative typology of English and Uzbek).

3) As to the amount of the learned material typology may be;

a) general typology

b) special typology

4) As to the aim of typological research:

a) classification typology (provides classification of languages into types (agglutinative, isolated, flexive, analytical, etc)

b) characterological typology is to reveal the specific features of a given language among others.

5) As to the character of dissimilarities we distinguish two subtypes of typology, that is;

1) quantitative

2) qualitative

Quantitative typology deals with statistical analysis of language units compared, that is in what language there are more or fewer means of language unit types, whereas qualitative typology studies qualitative differences in language structures, that is in language unit types (for eg. absence of gerund in Uzbek, and of «равношество» or «депричастие» in English).

6) As to the level of analysis we distinguish;

a) structural typology

b) contentive (semantical) typology

c) functional typology

Below we will consider the above mentioned types separately.

STRUCTURAL TYPOLOGY

Studies structural features and types of the language units that is to say it analyses ways of expressing grammatical means, the order of elements in the structure of words , phrases and sentences.

CONTENSIVE TYPOLOGY

(semantical typology)

Studies types of meanings (semantics) (meaning-semantics typical -adstract, meaning or semantics) expressed by forms of language units.

FUNCTIONAL TYPOLOGY

Studies frequency of language units in speech and thier usage for distinguishing certain objects (things, notions, relations etc). As to the level of analysis, we can distinguish certain objects (things, notions, relations etc.)

- a)phonetical / phonological typology
- b)morphological typology
- c)syntactical typology
- d)lexical typology

METHODS OF COMPARATIVE TYPOLOGICAL ANALYSIS

- 1)deductive (by way of logical calculations)
- 2)inductive (by way of comparing real facts of language)

These two methods complete each other and can be ixtensively used in investigations.

	vowel	consonant	diphthong
English	+	+	+
Uzbek	+	+	
Russian	+	+	

Linguistic studies based on methods of comparison
Linguistic comparativistics

General typology.

Diachronical comparative linguistics

Synchronical comparative linguistics

Lingua –
dialectology

Contensive
typol.

Structural
typol.

Charac
terolog

Contrastive
linguis.

Theory of
tran-on

Pradigmatic
s

Semantics

Syntactics

Funct-al
grammar

This is V.P.Neroznac's scheme of comparative linguistics.

When we compare languages we have to distinguish the type of the languages compared. They should belong to one of the following generally acknowledged types of languages or language types as to the morphological features of a word structure.

d)analytical language (Isolated, amorphic)

e)synthetic language

f)flective language

On a syntactical level there are such language types suggested by an outstanding typologist of the XX century I.I.Meshaninow, whose ideas were further strengthened by his disciple Klimov G.A.

6)nominative language

7)ergative language

8)active language

9)class language

10)neutral language

The notion of a type in a language means a type of language means expressing something. We can trace such types in language;

g)phoneme

h)morpheme

language

They are all types of

i)lexeme

means expressing language units

j)phraseme

units

k)syntaxeme

l)texteme

THE NOTION OF A "METALANGUAGE" OR "ETALON LANGUAGE"

Metalanguage / or etalon language is either an artificial or natural language, which has all necessary features of human language.

As to V.D.Rozhdestvensky etalon language is a system of terms needed for describing categories of any language.

So, it must have a system of notions containing any typological and geneological characteristics of human language in a given system or subsystem of it

The notions of "isomorphism" and "allomorphism" in comparison are to be commented on

When comparing languages one has to establish both "isomorphic" and "allomorphic" features of the compared. Allomorphic features are not similar features where as isomorphic features are similar ones.

For example:

English has verbals so has Uzbek, but they differ in quality rather than in quantity.

4)gerund 1) ҳаракат номи (инфинитив)

5)infinitive 2) равишдош

6)participle 3) сифатдош

Or Uzbek and English have vowel and consonant phonemes; these are their isomorphic features. But Uzbek has no diphthongs and triphthongs-which is their allomorphic features.

THE NOTION OF UNIVERSAL GRAMMAR. Universal grammar studies universal features of the language as to the etalon language or general notion or terms for comparing languages. So universal grammar studies universal grammatical features of languages in comparison.

SESSION 4. Comparative Typology of Phonological systems of Modern English, Uzbek and Russian

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Мағруза режаси / маиғулот тузилиши)</i>	<ul style="list-style-type: none"> - To acquaint the students with the notions of “typology of phonological system” - To teach the students use special selective devices to reveal typological systems of the languages - To teach them differentiate the systems of vowels and consonants of the languages - To acquaint the students with the typology of syllable structures
<i>Aim of the lesson (Маиғулот мақсади):</i>	-To provide students with information about the systems of vowels and consonants of the languages
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language

invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.	
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буронов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

Vowels are normally made with the air stream that meets no obstruction in the mouth, pharyngeal and nasal cavities.

On the articulatory level in English the description of vowels notes changes:

1. in the stability of articulation
2. in the tongue position
3. in the lip position
4. in their length

In Uzbek and Russian they are described:

1. according to the lips position
2. according to the vertical movement of the tongue
3. according to the horizontal movement of the tongue

English has

- 1.) 10 monophthongs: /i/, /e/, /æ/, /u/, /ʌ/, /ə/, /a:/, /o/, /o:/, /ə:/.
- 2.) 8 diphthongs: glides to [i] -/ei/, /oi/, /ai/;
glides to [u] -/au/, /əu/, /uə/;
glides to [ə] - /iə/, /εə/
- 3.) 2 diphthongoids /i:/, /u:/

Thus, the phonemic inventory of English vowels includes 20 phonemes and 6 vowel letters a, i, e, u, o, y, Uzbek has 6 vowel phonemes [и], [э], [а], [у], [ў], [о] and letters i, e, a, u, o‘, o. Russian also has 6 vowel phonemes [и], [ы], [у], [э], [о], [а] and 10 vowel letters а, о, э, и, у, ы, е, ё, ю, я.

Tongue Position

According to the tongue position vowels divided into **forward, mid, backward, up, down** in all compared languages.

According to the tongue position English vowels divided into 5 types but in Uzbek and Russian languages they are in 3 types:

Moving **up and down** in the mouth the tongue may be raised to different height towards the roof of the mouth.

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1. When the front or the back of the tongue is raised high towards the palate the vowel is called **close** in English and Russian languages.

They are – [i: I u u:].

2. When the front or the back of the tongue is as low as possible in the mouth **open vowels** are pronounced in English and Russian languages.

They are – [æ a: o o:].

3. When the highest part of the tongue occupies the position intermediate between the close and the open one **mid vowels** are pronounced only in English.

They are – [e Λ ə: ə].

According to the vertical position of the tongue in Uzbek and Russian vowels are divided into narrow, mid and broad:

	front vowel	front-retracted vowel	central vowels	back vowels	back-advanced vowel
English	[i: e æ]	[ɪ]	[Λ ə: ə]	[a: o o: u:]	[u]
Uzbek	[и, э]	-	[ӱ]	[a, y, o]	-
Russian	[и], [э]	-	[ы], [а]	[y], [о]	-

Moving **up and down** in the mouth the tongue may be raised to different height towards the roof of the mouth.

1. When the front or the back of the tongue is raised high towards the palate the vowel is called **close** in English and Russian languages.

They are – [i: I u u:].

2. When the front or the back of the tongue is as low as possible in the mouth **open vowels** are pronounced in English and Russian languages.

They are – [æ a: o o:].

3. When the highest part of the tongue occupies the position intermediate between the close and the open one **mid vowels** are pronounced only in English.

They are – [e Λ ə: ə].

Lip Position

When the lips are neutral or spread the vowels are called **unrounded**.

They are – [i:], [i], [e], [æ], [a:], [Λ], [ə:], [ə] in English. In Uzbek they are – [и], [э], [a], in Russian [a], [э], [и], [ы].

When the lips are drawn together so that the opening between them is more or less round the vowel is called **rounded**.

They are – [o o: u u:]. In Uzbek [y], [ӱ], [o]. In Russian [o], [y].

According to the **length**, English vowels are classified into short and long:

Long vowels are – [i: a: o: u: ə:]

Short vowels are – [i, e, o, u, Λ, ə].

But in comparison with English, there is no such division of vowels in Uzbek and Russian. But in Russian vowels are divided into **stressed** and **unstressed** vowels.

Prof. U.K. Yusupov describes some Uzbek geminis vowels such as [шыур, матбаа, Шоолим], which are alien to English. He classifies lacuna vowels in the compared languages as follows:

English lacuna vowels for Uzbek: [æ], [u:], [ə:], [a:], [ou], [oi], [ə:], [au], [iə], [uə], [εə], [ai].

There is only one Uzbek lacuna vowel for English. It is [ý]. And one Russian lacuna vowel for English. It is [ы].

The phonemic status of English diphthongs is still a question of discussion. Diphthongs are complex units of the two elements which are closely blended together. They are syllabically indivisible, the length of diphthongs is the same as that of English long vowels. In Uzbek and Russian, there are no diphthongs, only combinations of sounds where both elements are equally energetic and distinct. English diphthongs consist of two elements, the first of which is a nucleus, strong and distinct; the second is a glide, which is very weak and indistinct.

English, Uzbek and Russian languages consonant phonemes

The inventory of phonemes is a starting point in the comparative-typological analysis. The typological analysis aims at describing structural units, i.e. phonemes which function as formal items in the identification and distinction of words and morphemes.

The inventory of the English consonants consist of 24 phonemes.

[p], [b], [t], [d], [k], [g], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [j], [w], [r], [l].

The inventory of the Uzbek consonants consist of 25 phonemes.

[б], [в], [г], [д], [ж1], [j2], [(dj)], [з], [й], [к], [л], [м], [н], [п], [р], [с], [т], [ф], [х], [ч], [ш], [к], [ф], [х], [ц].

The inventory of the Russian consonants consist of 36 phonemes.

[б], [б'] [в], [в'] [г], [г'] [д], [д'] [ж] [з], [з'] [й] [к], [к'] [л], [л'] [м], [м'] [н], [н'] [п], [п'] [р], [р'] [с], [с'] [т], [т'] [ф], [ф'] [х], [х'] [ц] [ч] [ш] [ш'].

The consonant system of all compared languages is classified according to the articulatory and acoustic features.

The general phonetic principles of classification of consonants in compared languages are as follows:

- a.) The place of articulation
- b.) the manner of production;
- c.) the presence or absence of voice;
- d.) the position of the soft palate;

According to the palatalization of the tongue, the only Russian language has *soft* and *hard* consonants.

Professor U. Yusupov differentiates some consonants in the following way. The English consonants [t] and [d] are alveolar speech sounds, whereas their Uzbek counterparts [т] and [д] are dental ones. The English [w], in contrast with Uzbek [в],

is pronounced with protruded lips. Also, in Uzbek, the voiced consonants [б] and [д] become voiceless at the end of words, which is alien to English: *мактаб-мактап*.

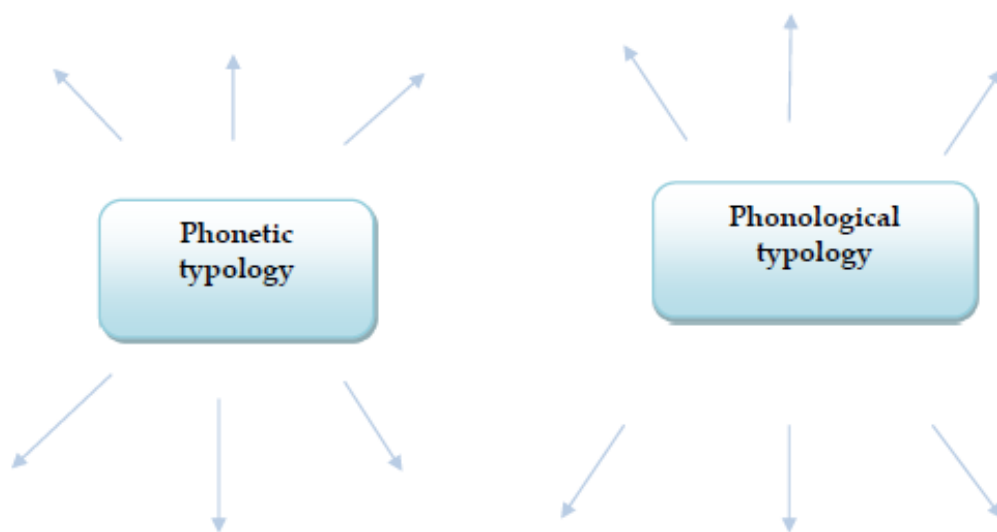
The consonants [θ, ð, w] can't be found in Uzbek. Likewise, the Uzbek consonants [x, ɣ, ɣ] do not exist in English. Moreover, Russian [ж], [й'] phonemes also cannot be found in English phoneme system.

Questions for self-control:

1. What is a vowel sound?
2. What are the groups of vowels according to the articulatory level?
3. How do the consonants change on the articulatory level?
4. What are the four groups of consonants according to the manner of articulation?

► Classroom activities

Exercise#1. Brainstorming. Give your own understanding and opinions concerning to following terms. Discuss it in 10 or 12 minutes.



Exercise#2. Answer the questions:

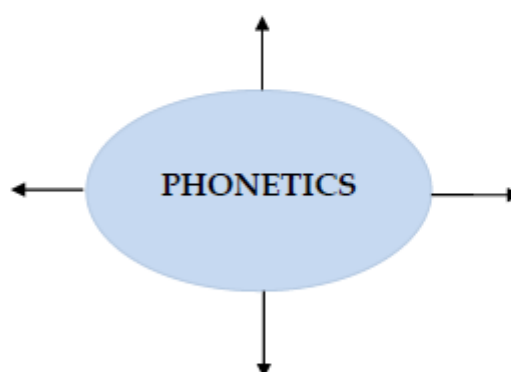
1. What is the theoretical foundation of phonetic and phonological typologies?
2. What kind of differences do phonetics and phonology have?
3. What is the typological comparison of vowel and consonant phonemes?
4. Stress, intonation, assimilation, dissimilation, reduction, accent, rhythm and pause.

Exercise#3. Complete a cluster "Phonology":



► Home activities

Exercise#1. Write 4 main aspects of PHONETICS and match them with the paragraphs below:



1..... investigates the functioning of one's speech apparatus and mechanism. It is based on profound knowledge of physiology and the structure of one's speech apparatus. While investigating the articulatory aspect of speech sounds both subjective and objective methods are employed: the method of direct observation (concerning the lips & the tongue movements) – subjective method and X-ray photography and X-ray cinematography (objective methods).

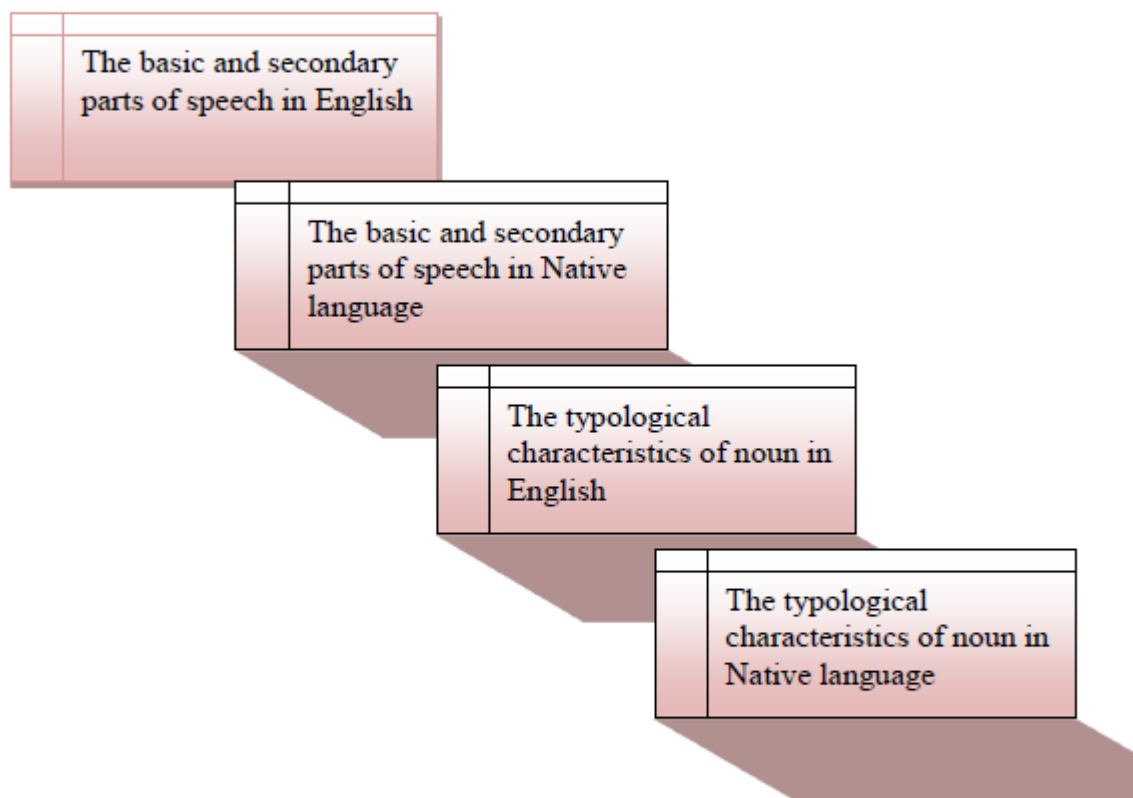
2..... studies the acoustic properties of sounds (quantity, timber/voice quality, intensity, the pitch of the voice and temporal factor) in terms of the frequency of vibration and the amplitude of vibration in relation to time. The analysis begins with a microphone, which converts the air

SESSION 5. Comparative Typology of Morphological systems of Modern English, Uzbek and Russian

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Машигулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машигулот тузилиши)</i>	<p>-To learn languages in comparison to compare part of speech lexico-grammatical meaning (semantics), form, function, grammatical category (or categories)</p> <p>- To acquaint the students with the connection similarities or dissimilarities between the parts of speech of the compared languages both qualitatively and quantitatively</p>
<i>Aim of the lesson (Машигулот мақсади):</i>	-To provide students with information about morphological level, constant, typology of the parts of speech.
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of this historic period on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

► Classroom activities

Exercise#1. Round table discussion. Divide into four groups and discuss these problems in groups. In 10 minutes, present your topic, after all, make an overall conclusion.



Exercise#2. Work in pairs. Give a definition to the terms. Then compare your definitions with the group. First, is done as an example:

- a) **Morphological typology** is a way of classifying the languages of the world that groups languages according to their common morphological structures.

► Home activities

Exercise#1. Circle the right answer.

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 themorphological 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 themorphologicalsyntactic level.

- b) Analytic languages _____

- c) Synthetic languages _____

- d) Agglutinative languages _____

- e) Fusional languages _____

- f) Polysynthetic languages _____

Exercise#3. A) Complete the prefix box with proper words.

Un- (not) Ex: Unhappy	Mis- (wrong) Ex:	Re- (do it again) Redo Ex:	Pre- (before) Ex:
------------------------------------	-------------------------------	--	--------------------------------

B) Go round the class and by one word from your classmates.

Grammatical forms		
English	Uzbek	Russian

Test yourself on Typology of morphological level of English and Native Languages

- According to the relations of elements, languages are classified into...
 - Agglutinative, Flexional, Isolating, Polysynthetic
 - Flexional, Agglutinative, Polysynthetic, Monosynthetic
 - Polysynthetic, Flexional, Non-flexional, Isolating
 - Isolating, Non-agglutinative, Polyflexional, Polysynthetic
- Category of plurality can be expressed in Modern English by
 - Morphological means, Phono-morphological
 - Morphological means, Syntactic means, Phono-morphological, Lexical
 - Syntactic means, Lexical
 - Phono-morphological, Lexical
- Choose the right answer:
 - Gender is a lexical-grammatical category
 - Gender is used to denote biological notions
 - Gender is a lexical-grammatical category. Sex is used to denote biological notions and it is usually used for animate objects
 - Sex is usually used for animate objects
- Choose the variant with grammatical category of gender

- 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...

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:

Session 6 Comparative analysis of word-building types in comparative languages

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Машиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машиғулот тuzилиши)</i>	<p>- To acquaint the students with the Comparative analysis of the typological categories of word order in Modern English, Uzbek and Russian languages</p> <p>- To teach them different approaches to definition of “part of speech”</p> <p>- To acquaint the students with the notions of “typology of grammatical categories”.</p> <p>-</p>
<i>Aim of the lesson (Машиғулот мақсади):</i>	-To provide students with information about the typological categories of word order in Modern English, Uzbek and Russian languages
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English literature • The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature. 	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the influence of compared languages on the main tendencies of development of the English language
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation

<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

The main unit of the lexical system of a language resulting from the association of a group of sounds with a meaning is a word. This unit is used in grammatical functions characteristic of it. It is the smallest language unit which can stand alone as a complete utterance. A word, however, can be divided into smaller sense units - morphemes. The morpheme is the smallest meaningful language unit.

The morpheme consists of a class of variants, allomorphs, which are either phonologically or morphologically conditioned, e.g. please, pleasant, pleasure.

Morphemes are divided into two large groups: lexical morphemes and grammatical (functional) morphemes. Both lexical and grammatical morphemes can be free and bound. Free lexical morphemes are roots of words which express the lexical meaning of the word, they coincide with the stem of simple words.

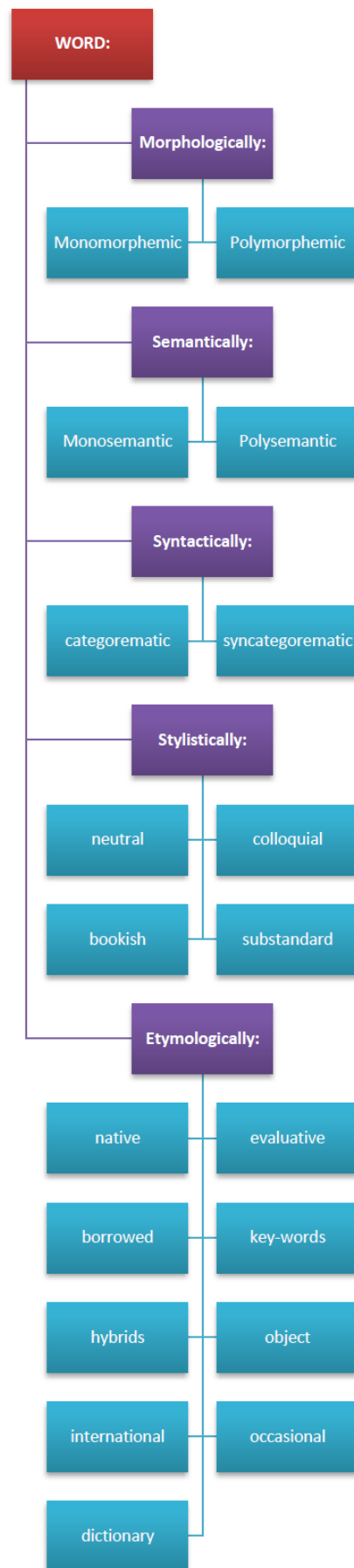
Free grammatical morphemes are function words:

- ☐ articles
- ☐ conjunctions
- ☐ prepositions (the, with, and).

Bound lexical morphemes are affixes:

- ☐ prefixes (dis-)
- ☐ suffixes (-ish)
- ☐ blocked (unique) root morphemes (e.g. Fri-day, cran-berry).

Word is a basic two sided and independent unit of a language. It has been attracted the attentions of many linguists from ancient times. Thus, the word is the basis unit of a language, directly corresponds to the object of thought (referent)- which is a generalized reverberation of a certain ‘slice’, ‘piece’ of objective reality and by immediately referring to it names the thing meant. Words in all languages can be distinguished as followings:



Typologically denotational meaning suggests the distribution of general and special meanings (hyperonyms and hyponyms) in languages. In general, it is more natural for English and Uzbek to use a hyperonym, while Russian typically favours hyponym:

English	Russian	Uzbek
box	коробка коробочка шкатулка ящик ящичек	кути кутича
flask	фляга фляжка склянка пузырёк	фляга
pot	горшок котелок банка кружка кринка	тувак

Naturally, it is possible to show opposite examples in which Russian and Uzbek words are more general in meaning than its counterparts in English:

English	Russian	Uzbek
finger toe	палец	бармоқ
hand arm	рука	қўл
watch clock	часы	соат

Depending on the context Russian uses a special prefixed derivatives where English and Uzbek have a general word:

English	Russian	Uzbek
to cut a finger	порезать палец	бармоқни кесмоқ
to cut a road	перерезать дорогу	йўлни кесиб ўтмоқ

to cut a grass	срезать траву	ўтни кесмок
to cut one's throat	зарезаться, перерезать кому та горло	Кимнидир сўймоқ (томоғини кесмок)

Every word has two aspects: the outer aspect (its sound form) and their inner aspect (its meaning). Sound and meaning do not always constitute a constant unit even in the same language. E.g. in English the word “temple” may denote “a part of human head” and “a large church”; or in Russian the word “ручка” can denote “a part of human body (hand)”, “a writing tool (pen)” and “a part of the door (handle)” and Uzbek word “ўт” may give the meanings of “fire”, “grass”, “movement”. In such cases, there are exist homonyms. Homonyms are words different in meaning but identical in sound or spelling, or both in sound and spelling.

Homonyms can appear in the language not only as the result of the split of polysemy but also as the result of leveling of grammar inflexions when different parts of speech become identical in their outer aspect, e.g. “care” from “caru” and “care” from “carian”. They can be also formed by means of conversion, e.g. “to slim” from “slim”, “to water” from “water”. They can be formed with the help of the same suffix from the same stem, e.g. “reader” a person who reads and a book for reading.

One and the same word in different syntactical relations can develop different meanings, e.g. the verb in English “treat” in the sentences:

- He treated my words as a joke;
- The book treats of poetry;
- They treated me so sweet;
- He treats his son cruelly.

In all these sentences the verb “treat” has different meanings and we can speak about polysemy. The word “polysemy” means “plurality of meanings” it exists only in the language, not in speech.

A word which has more than one meaning is called polysemantic. Different meanings of a polysemantic word may come together due to the proximity of notions which they express. E.g. the English word “blanket” has the following meanings: a woolen covering used on beds, a covering for keeping a horse warm, a covering of any kind “a blanket of snow”, covering all or most cases (used attributively), e.g. we can say “a blanket insurance policy”. There are some words in the language which are monosemantic, such as most terms, “synonym”, “molecule”, “bronchitis”, some pronouns (this, my, both), numerals. This feature can be observed in all types of languages. It is obvious in the

Uzbek language too, e.g. the noun “кўз” (an eye) which is a part of the human face, in the following phrases can show polysemy in this language:

- Ёғочнинг кўзи;
- Узукнинг кўзи;
- Булоқнинг кўзи;
- Ишнинг кўзи;
- Деразанинг кўзи.

On the other hand, one and the same meaning can be expressed by different sound forms, e.g. in English “pilot” and “airman”, “man”, “mankind”, “human”, “person”; in Uzbek “мўйсафид”, “қари”, “ёши улуг”; in Russian “кушать”, “есть”, “съесть”; “симпотичный”, “приятный”, “славный”, “милый”. In such cases, synonyms can be developed. Synonyms are words different in their outer aspects, but identical or similar in their inner aspects. In English there are a lot of synonyms because there are many borrowings, e.g. hearty (native) – cordial (borrowing); куч (native) – кувват (borrowed). After a word is borrowed it undergoes desynonymization, because absolute synonyms are unnecessary for a language. However, there are some absolute synonyms in the language, which have exactly the same meaning and belong to the same style, e.g. to moan, to groan; homeland, motherland etc. In cases of desynonymization, one of the absolute synonyms can specialize in its meaning and we get semantic synonyms, e.g. “city” (borrowed), “town” (native). The French borrowing “city” is specialized. There are also phraseological synonyms in the compared languages, these words are identical in their meanings and styles but different in their combining with other words in the sentence, e.g. “to be late for a lecture” but “to miss the train”, “to visit museums” but “to attend lectures”; “боши осмонга етди” and “терисига сизмади” (to be very happy).

In each group of synonyms, there is a word with the most general meaning, which can substitute any word in the group, e.g. “piece” is the synonymic dominant in the group “slice”, “lump”, “morsel”. The verb “to look at” is the synonymic dominant in the group “to stare”, “to glance”, “to peep”. The adjective “red” is the synonymic dominant in the group “purple”, “scarlet”, “crimson”. Same as in the Uzbek language the word “осмон” is dominant in the group “само”, “кўк”, “фалак”, “гардун”.

Moreover, one of the types of words according to the meaning is called antonym, a group of words which have opposite meaning to each other. Antonyms are words belonging to the same part of speech, identical in style, expressing contrary or contradictory notions.

According to the structure, English words can be subdivided into:

Simple words consist of one root morpheme and an inflexion (in many cases the inflexion is zero), e.g. “red”, “ask”, “leg”;

Derived words consist of one root morpheme, one or several affixes and an inflexion, e.g. “aimless”, “unemployed”, “disbelief”;

Compound words consist of two or more root morphemes and an inflexion, e.g. “foreign-made”, “red-haired”, “to daydream”;

Compound-derived words consist of two or more root morphemes, one or more affixes and an inflexion, e.g. “a stay-slim diet”, “an out-of-town performance”, “do-it-your-self principle”.

Questions for self-control:

1. How can you define the main unit of lexical level?
2. How a word can be distinguished in all languages?
3. What can be understood in the terms of hyperonyms and hyponyms?
4. How can words be subdivided according to their meaning?
5. What kind of types of a word can be found in compared languages?
6. The problem of interference in foreign language teaching acquisition (Lexical level).

Session 7. Typology of cultural concepts of English and Native languages

Key points for discussion:

- Lingua culture in linguistics.
- Understanding culture and language.
- Cultural concept in compared languages.

Traditionally, the culture was understood in terms of formal or "high" culture (literature, art, music, and philosophy) and popular or "low" culture. From this perspective, one main reason for studying a language is to be able to understand and appreciate the high culture of the people who speak that language. The pop culture is regarded as inferior and not worthy of study.

Some scientists define culture as an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations.

In this understanding of "deep culture," language and culture are integral to one another. The structure of language and the ways it is used reflect the norms and values that members of a culture share. However, they also determine how those norms and values are shared because language is the means through which culture is transmitted.

The communicative competence model is based on this understanding of the relationship between language and culture. Linguistic, discourse, sociolinguistic, and

strategic competence each incorporate facets of culture, and the development of these competences is intertwined with the development of cultural awareness.

"The exquisite connection between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both" [National Standards in Foreign Language Education Project, 1999, p. 47].

According to **V. N. Telia**, culture is described as a world-conception, world-perception, and world-comprehension of a people. (This statement does not certainly deny the material component of culture but only puts in focus its "ideal" / mental component, which is much more significant for lingual-cultural and lingual-cognitive studies.) Therefore, lingua-culture is the verbalized culture, the culture externalized in signs of language. Hence, signs of language (in the linguistic sense of this term) are regarded as the substances for signs of culture. Culture itself is not; however, simply a body of knowledge but rather a framework in which people live their lives and communicate shared meanings with each other. Regarding the benefits of learning about the culture, attending the culture class has raised cultural awareness in ELT students concerning both native and target societies.

Conceptual researches have an important role as well in linguaculturology as cognitive linguistics. The Cultural concept is considered as a subject of research of linguaculturology. In linguaculturology concept can be understood as "cultural-mental-lexical" expression.

The Cultural concept is considered as a multifunctional mental expression. According to the opinion of **Yu. S. Stepanov** concept is a part of the culture in the mind of a human being and with this, he includes the culture into the mental world of a human being [Stepanov, 1997, 40-76]. The dyad of "language and human being" of anthropocentric paradigm changes into the construction of "language-human being-culture" in linguaculturology. As an example, the concept of "love" can be analyzed from the lingua-cultural point of view. The concept "love" itself has broad sense and it can be interpreted with a variety of notions and conceptions from a cultural point of view. Hence, if we see it from a philosophical point of view, this concept can be analyzed as the trident-social-financial level in different nation and culture. Besides, the national-cultural features of this concept explicitly shown in the literature and poetry of variety nations. For example, in Western nations, this concept is devoted to human being with great passion and feelings, but in Eastern poetry mostly the great love is devoted to God from a religious point of view.

The word "квас" in Russian is used as a component in the phraseological unit "*перебиваться с хлеба на квас на воду*" with the meaning "live from hand to mouth", be extremely poor". Kvass (квас) is a national drink made from rye bread and malt. Phraseological units containing such national components also exist in the English language. For example, the name of the English river Avon is a component of the phraseological expression "*Sweet Swan of Avon*" [Koonin 1984:738]. In Uzbek, mostly "green tea" is considered as a national component in such examples as "*бул нуёла чой устуда*" with the meaning of pleasant conversation or discussion of a serious issue.

There can be observed linguaculturological analysis of the category of possessiveness in the culture of languages belonging to the different language systems like English

and Uzbek. One can witness the culture of English and Uzbek nation with the national-coloring phraseological units expressed by the category of possessiveness. In the following circumstances possessiveness with expressing national-cultural features can be formed in English:

□ Mostly, in phrases expressed with possessive pronouns, although it is known that British country is a monarchy and here can be seen the units showing this monarchical culture of this country in the context: *My Fair Lady, Your Highness, His Master's Voice*.

□ Naming with possessive units the names of stores, restaurants, churches, colleges with names of their owners or with names of their profession: *the grocer's, the chemist's, Luigi's*.

There is also a range of phrases, which convey national-coloring features of Uzbek nation:

□ Possessive relations can be formed by possessive pronouns and with -дир short form of notional verb “*бор бўлмоқ*” (to be): *Мен Зарифа ман, биз инсондурмиз!*

□ Possessiveness can be expressed with the notions of respect which characterizes one of the features of Uzbek nation. For instance, in such phrases like “*ҳурматли президентимиз*” (“our respectful president”), “*меҳрибон отамиз*” (“our kind father”) one can observe joining of possessive affix of the third person plural to the third person singular. Such way of uttering characterizes great respect

to these people in the culture of Uzbek and East people. Moreover, it is considered like the distinctive side of this nation.

□ Possessiveness can also be used in expressing irony in the Uzbek culture. Furthermore, in such phrases as “*тақдиримиз шу экан*”, “*ҳа, энди дилимиздаги кўриниб турибди*” first person singular is expressed with the form of first person plural. Changing the places of affixes of plurality and singularity also can be observed in the languages as Uzbek.

The differences of linguaculturological features of the category of possessiveness between English and Uzbek can be illustrated essentially in Uzbek culture. In such situations like governing in the family relations, in the relationship of family members and while speaking about them or in the process of addressing to them the power of possessing above family members shows the culture of Uzbek people. Because such kind of relationship in British family and in their culture cannot be characterized. In linguaculturology, it is requested to investigate cultural picture of the world together with complex mores in the language. There is a list of circumstances in investigating the cultural picture of the world, which is introduced by a number of specialists (such as N. Terebixin, V. Toporova, G. Gachev):

1) Cultural world picture includes all humankind and their distinctive features in the language.

2) In the cultural world picture, cultural notions, which are used and kept in the language, cultural-traditional dominants, concepts that create certain types of culture, can be observed.

- 3) Cultural world picture cannot express universal understanding in the frame of one language culture. Because various nations can have various mores.
- 4) Cultural world picture exists not only in the individual cognizance but also in social cognizance. [Karasik, 1996, 5].

Linguaculturology shows the separation of cultural world picture from the universal picture of the world from the linguistic point of view.

Questions for self-control:

1. How “culture” can be interpreted in anthropocentric paradigm?
2. How can you define the term “cultural concept”?
3. What kind of characteristics of national colouring features of phraseological units can be compared in typology?
4. How can cultural world picture be classified?

Session 8. Typology in Gender Linguistics of English and Native languages

Key points for discussion:

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

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].

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* → *қўлогидакункўринибқопти, жонкуйдирмасанг - жононақайда*.

➤ a list of phraseological units can be related only male features such as: *lady of the house, one's good lady*, → *подруга жизни, талия врюмочку* → *она сиўпмаган, аёлмакриқирқтуягаюк*.

Another example can be observed in the hidden semantic form of possessiveness: 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 "*устаси фаранг*" (expert of his work), "*бекойим*" (mother or wife of beks (landlords) and form of addressing to them), the structural form of possessiveness is "*бекнинг онаси*" and others.

○ 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.

Questions for self-control:

1. What are the main reasons of appearing gender linguistics?
2. With what gender typology can be dealt?
3. How can you define the term "gender"?
4. What can gender features be compared in gender typology?

Typology in Modern trends of linguistics

1. **Cognitive science** is the interdisciplinary, scientific study of the mind and its processes. It examines the nature, the tasks, and the functions of cognition.
2. **Anthropocentric** is interpreting or regarding the world in terms of human values and experiences.
3. **Paradigm** is an example serving as a model; a pattern or is a distinct set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contributions to a field.
4. **Categorization** is the process in which ideas and objects are recognized, differentiated, and understood. It implies that objects are grouped into categories, usually for some specific purpose.
5. **Pragmatics** is a subfield of linguistics and semiotics that studies the ways in which context contributes to meaning.
6. **Anthropology** is the study of various aspects of humans within societies of the past and present.
7. **Cultural anthropology** is a branch of anthropology focused on the study of cultural variation among humans and is in contrast to social anthropology, which perceives cultural variation as a subset of the anthropological constant.
8. **Linguistic anthropology** is the interdisciplinary study of how language influences social life. It is a branch of anthropology that originated from the endeavor to document endangered languages and has grown over the past century to encompass most aspects of language structure and use.
9. **Sociolinguistics** is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society.
10. **Ethnolinguistics** (sometimes called **cultural linguistics**) is a field of linguistics, which studies the relationship between language and culture, and the way different ethnic groups perceive the world. It is the combination between ethnology and linguistics.
11. **Psycholinguistics** or **psychology of language** is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language.
12. **Cognitive linguistics** refers to the branch of linguistics that interprets language in terms of the concepts, sometimes universal, sometimes specific to a particular tongue, which underlies its forms. It is thus closely associated with semantics but is distinct from psycholinguistics, which draws upon empirical findings from cognitive psychology in order to explain the mental processes that underlie the acquisition, storage, production and understanding of speech and writing.
13. **Habitus** is a system of embodied dispositions, tendencies that organize the ways in which individuals perceive the social world around them and react to it.

14. **Cybernetics** is a transdisciplinary approach for exploring regulatory systems, their structures, constraints, and possibilities. In the 21st century, the term is often used in a rather loose way to imply "control of any system using technology."
15. **Communicative competence** is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.
16. **World view** or **worldview** is the fundamental cognitive orientation of an individual or society encompassing the entirety of the individual or society's knowledge and point of view.
17. **Linguistic World Picture** is a part of the cognitive paradigm in linguistics. It is used in analyzing natural languages.
18. In sociolinguistics and other social sciences, **gender** refers to sexual identity in relation to culture and society. The ways in which words are used can both reflect and reinforce social attitudes toward gender. In the U.S., the interdisciplinary study of language and gender was initiated by linguistics professor Robin Lakoff in her book *Language and Woman's Place* (1975).
19. **Gender studies** is a field for interdisciplinary study devoted to gender identity and gendered representation as central categories of analysis. This field includes women's studies (concerning women, feminism, gender, and politics), men's studies and queer studies. Sometimes, gender studies are offered together with the study of sexuality. These disciplines study gender and sexuality in the fields of literature, language, geography, history, political science, sociology, anthropology, cinema, media studies, human development, law, and medicine. It also analyzes how race, ethnicity, location, class, nationality, and disability intersect with the categories of gender and sexuality.
20. **Gender relations** are encoded in linguistic and symbolic representations, normative concepts, social practices, institutions and social identities.

COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

Monophthongs

[i:], [i], [e], [æ], [a:], [o:], [o], [u:], [yu:], [u], [ə], [ɜ]

see – hit – red – cat – car – more – not – rule – use – book – sir – but;

The sound [i:] as in SEE

be – me – he – she – we – eve – these – theme – scene – Pete – Steve;

equal – even – evening – evil – recent – region – legal – detail – female – media – meter – secret – veto;

hero – zero – period – superior – experience – series – serious – cereal – material – bacteria – criterion;

compete – delete – complete – Chinese – Japanese;

remake – retell – rewrite – reorganize – prehistoric;

bee – see – fee – free – agree – degree – knee – trainee – refugee;

feel – keen – seen – seem – seek – deep – sleep – keep – meet – feed – speed – succeed – cheese;

sea – tea – team – cream – clean – lead – read – speak – teach – deal – leave – leap – please – breathe – peace – heat – meat;

piece – field – achieve – believe – brief – chief – siege – priest – yield;

ceiling – seize – receive – deceive – leisure;

machine – marine – police – casino – regime – magazine – naive – pizza – ski – liter – unique – technique;

key – people;

[i:] before final [r]: diphthongal character [i:(ə)r]

here – mere – sincere – severe – sphere – atmosphere – interfere;

beer – peer – cheer – sheer – steer – queer – engineer – pioneer – volunteer;

fear – hear – ear – near – clear – rear – tear – dear – appear – year – beard;

fierce – pierce – pier – tier – cashier – brigadier.

Note: The sound [i:] before the final sound [r] in words like BEER, NEAR, HERE has diphthongal character. Transcription symbols for this sound in American ESL materials may be [i:r], [ihr], [ir], [i:(ə)r], [iə(r)].

The sound [i] as in HIT

hit – him – his – is – it – fit – did – rid – tip – lip – pick – sick – fill – kill – swim – win – sing – bring – pink – kiss – miss – list – build – guilt;

river – dinner – idiot – city – busy – sister – history – consist – resist – admit – forbid – begin;

ignore – inform – invite – disturb – dislike – mistake – mislead;

cabin – habit – unit – justice – public – stupid – foolish – terrible – active;

running – stopping – talking – hitting – eating – living – leaving;

English – pretty – enough – effect – emotion – despair – decide – depart – deposit – security;

remove – renew – repair – repeat – reply – prepare – preliminary,
actress – illness – madness – careless – bullet – pocket – rocket;
classes – prizes – mixes – watches – bridges – added – loaded – painted – counted;
symbol – lyrics – pyramid – sympathy – crystal – system – typical – mystery – synonym.

The sound [e] as in RED

red – bed – bet – let – met – set – sell – well – tell – rent – end;
berry – very – every – empty – better – letter – center – second – accept – connect – impress – address;
embrace – employ – engage – enjoy – enlarge – enroll – escape – establish – estate;
bread – dead – head – lead – read – spread – thread – ready – steady – sweat – sweater – threat – breath – death – health – wealth – dealt – meant – weather – leather – measure – pleasure – treasure – pleasant – heavy – deaf – jealous – breakfast – weapon;
any – many – friend – said – says – bury;
[e] before final [r] – diphthongal character [e(ə)r]
care – dare – bare – rare – share – spare – scare – declare – compare – prepare;
fair – hair – air – affair – pair – repair – despair;
wear – swear – bear – pear – tear.

The sound [æ] as in CAT

bad – lad – sad – had – mad – add – cat – rat – sat – back – pack – lack – rack – sack – stack;
fan – pan – Ann – Annie – Dan – tan – man – ban – plan – clan;
land – hand – sand – stand – command – demand – ant – aunt;
dance – chance – glance – fancy – answer – dancer;
bank – tank – rank – rang – bang – sang – anger;
class – grass – jazz – glass – last – fast – past – master – disaster – castle – task – ask – grasp;
talent – family – travel – panel – manner – matter – grammar – marry – carry;
fashion – rational – national – natural – sanity – vanity;
happy – happen – apple – battle – cattle – rattle – candle – handle – example;
fact – factory – act – action – actor – accident;

draft – after – laugh – staff – bath – path.

The sound [a:] as in CAR

car – card – hard – are – far – bar – garden – pardon – part – party – yard;

art – start – heart – harm – charm – arm – army – argue – guard – regard;

lark – dark – park – parking – mark – market – marker – march – large – charge – margin;

father – calm – palm – balm – drama – bravo – spa;

mirage – garage – massage – facade – ensemble.

The sound [o:] as in MORE

core – more – bore – before – shore – sore – store – tore – explore – ignore;

cord – lord – order – form – normal – fork – pork – port – sport – short – horn – torn – born – corn – corner;

boring – story – sorry – borrow – sorrow – tomorrow – morning – forum – forest – orange;

law – saw – draw – crawl – lawn – dawn – awful – awkward;

call – hall – ball – all – always – already – walk – talk – chalk – false – salt – halt;

cause – because – pause – sauce – Saul – Paul – haul – launch – laundry;

August – autumn – audio – audience – auto – author – fraud;

quart – quarter – quantity – quality;

caught – taught – daughter – bought – brought – fought – ought – thought – cough;

four – pour – course – of course – source – court – door – floor – roar – board – broad;

war – warm – warn – warning – award – reward – water – want – wash – watch – swan;

long – wrong – song – gone – boss – loss – lost – cost;

coffee – off – soft – often – office – offer.

The sound [ɒ] as in NOT

hot – lot – not – got – forgot – forgotten – bottle – bottom – body – model – modern;

dog – fog – log – lock – clock – rock – doctor – document;

top – stop – pop – popular – proper – profit – problem – rob – robber – hobby – lobby;

college – dollar – Tom – bomb – comment – compliment – follow – swallow;

John – bond – fond – respond – possible – concert – conference – monitor – monster;

possible – positive – probably – bother – hostel – hostage;

object – occupy – odd – option – optimist – optical.

The sound [u:] as in RULE

rude – rule – rumor – brutal – Lucy – June – junior – Julia – parachute;

do – two – who – whom – whose – lose – move – prove – improve – tomb – shoe;

food – cool – school – fool – foolish – pool – tool – boom – moon – soon – choose – boost – tooth – soothe – boot – shoot – too – zoo;

group – soup – wound – coupon – route – routine – souvenir – boulevard – through;

flew – blew – crew – Jew – jewel – blue – glue – true – fruit – juice – cruise – cruel – fluent.

[u:] or [u]

room – broom – roof – root – soot – hoof – coop – boulevard.

The sound [yu:] as in USE

use – useful – union – unit – unite – unique – university – usual – utility;

fuse – refuse – future – cute – cube – huge – humor – human – fuel;

music – museum – amuse – community – mute – mutual – pupil – computer – dispute – menu;

few – view – mew – nephew – feud – beauty – youth.

[u:] or [yu:]

duty – duplicate – produce – reduce – dual – dude – due – dew – stew;

tune – tulip – tumor – student – studio – stupid;

new – newspaper – nude – nuclear – numeral – nutrition;

sue – pursue – suit – consume – consumer – Susan – super – supermarket.

The sound [u] as in BOOK

book – cook – hook – look – shook – took – good – hood – stood – wood – foot – wool – woolen;

put – push – pull – full – bull – bullet – bush – butcher – pudding – sugar – cushion – plural – jury;

woman – wolf – could – should – would;

[u] before final [r] – diphthongal character [u(ə)r]: poor – tour – sure – assure;

[yu] before final [r] – diphthongal character [yu(ə)r]: pure – cure – secure – obscure.
The sound [ər] as in SIR

her – herb – verb – serve – perfect – person – certain – were – concern – prefer;

mister – cover – buyer – better – teacher – finger – powder – perceive – percent;

fur – burn – turn – purse – hurry – current – curtain – furnish – purple – purpose – turkey – urge – urgent;

return – disturb – occur;

lecture – nature – picture – pressure – pleasure – measure;

fir – sir – stir – bird – shirt – skirt – girl – circle – circus – dirty – third – thirty – first – thirsty;

heard – learn – search – pearl – early – earn – earth;

word – work – worm – worry – worse – worst – worth – world;

forget – forgive – favor – visitor – doctor – comfort – effort;

courage – courtesy – journey – journal – glamour – amateur – chauffeur;

grammar – dollar – sugar – solar – vulgar – beggar.

The neutral sound [ə] as in BUT

but – nut – fun – sun – dull – lucky – ugly – suddenly – punish – publish;

bus – fuss – buzz – plus – must – rust – trust – much;

unhappy – undo – submit – suggest – helpful – skillful – difficult – minus;

about – afraid – around – asleep – away – likable – central – constant – cinema – soda;

some – son – done – money – mother – brother – other – color – love;

correct – collect – contain – memory – history – freedom – lesson;

blood, flood;

rough – tough – touch – country – cousin – couple – double – trouble – famous – jealous;

gallery – operate – tolerate – golden – system – different – movement;

terrible – horrible – possible – festival – family.

Note: The following transcription symbols are generally used for the neutral sound in American ESL materials: 1. [ʌ] (caret) in stressed syllables (fun, son) and [ə] (schwa) in unstressed syllables (about, lesson); 2. [ə] (schwa) in both stressed and unstressed syllables.

Practice Materials for Diphthongs (AmE)

These materials can be used as additional phonetic exercises for practicing diphthongs in frequently used words. Words are arranged here in groups with similar spelling. After sufficient practice of these exercises, you can mix the words and practice their pronunciation again. (You can listen to similar words in Listening for Vowels (AmE) in the section Phonetics.)

[ei], [ai], [au], [oi], [ou]

ray – ride – how – boy – no;

The sound [ei] as in RAY

rate – late – Kate – fate – race – base – place – same – name – take – ache – lake – rage – age – wage – save – cave – wave;

dictate – educate – decorate – celebrate – concentrate – investigate;

cable – table – able – cradle – range – change – strange – taste – waste;

baby – bacon – paper – April – danger – angel – stranger – basis – lazy – crazy;

patient – racial – nation – nature – fatal – patriot – radio – vacant;

ray – gray – play – lay – day – may – say – way – pray – stay – stray – delay;

hey – prey – they – convey – obey;

rain – main – aim – brain – drain – train – stain – remain – explain – complain;

fail – mail – sail – rail – raise – raid – afraid – wait – straight – faint – paint;

weight – weigh – eight – vein – neighbor;

break – great – steak;

betrayal – portrayal – layer – player – conveyor – surveyor;

saying – staying – playing – laying – praying – delaying – conveying – obeying – archaic.

The sound [ai] as in RIDE

ride – nice – ice – life – file – smile – line – fine – quite – rise – wise – prize – hi;

polite – combine – arrive – surprise – despise – organize – modernize;

private – library – final – minus – crisis – climate – bicycle – horizon – item – Ida;

idea – ideal – identity – identical – biology;

find – kind – mind – blind – child – mild – wild – climb – rifle – trifle – title – idle;

high – sigh – sign – right – fight – night – light – sight – height;

lie – die – tie – dye – rye – bye – eye – buy – guy – alibi;

cry – dry – fry – try – by – my – sky – style – type – hype;

nylon – cycle – cyber – hybrid – dynamite – dynamic – hyperactive;

rely – reply – apply – deny – satisfy – modify – signify – analyze – paralyze;

buying – lying – flying – frying – trying – drying – crying – dying – denying – replying;

diet – client – quiet – riot – giant – lion – violet – dial – diary – diagram – denial – trial – science – society – pioneer;

buyer – flyer – dryer – higher – iron – liar – prior;

fire – hire – dire – wire – tire – tired – entire – aspire – expire – desire – require – acquire – empire.

The sound [au] as in HOW

how – cow – now – allow – owl – brown – down – town – clown – drown – crown – crowd – powder – browse – browser;

loud – proud – cloud – out – shout – about – doubt – foul – noun – house – mouse – mouth – south – couch;

found – ground – around – pound – sound – count – amount – mountain – announce – bounce;

VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT

Фан бўйича оралиқ ва якуний назорат бўйича саволлар вариантлари.

Variant on comparative typology of English, Uzbek and Russian

Variant № 1

1. Structural words
2. Present Continuous
3. Comparative vowel table

Variant on comparative typology of English, Uzbek and Russian

Variant № 2

1. The concept of a language
2. Typological category of plurality.
3. Comparative typology.

Variant on comparative typology of English, Uzbek and Russian

Variant № 3

1. The content of the term languages typology.
2. Past Continuous
3. Morphemes, Root morphemes.

Variant on comparative typology of English, Uzbek and Russian

Variant № 4

1. Present simple
2. Typological categories of gender
3. Typological categories of person

Variant on comparative typology of English, Uzbek and Russian

Variant № 5

1. The typological category of quality.
2. Comparative typology.
3. The typological category of aspect.

Variant on comparative typology of English, Uzbek and Russian

Variant № 6

1. Comparative analysis as the English and Uzbek vowels system.
2. Parts of speech.
3. The present continuous tense.

Variant on comparative typology of English, Uzbek and Russian

Variant № 7

1. Noun. The category of gender.
2. Typological category of case in pronouns.
3. The history of typology.

Variant on comparative typology of English, Uzbek and Russian
Variant № 8

1. Present Perfect.
2. Genealogical Typology.
3. Typological categories of aspect.

Variant on comparative typology of English, Uzbek and Russian
Variant № 9

1. Typological category of person in English and Russian and Uzbek.
2. Typological category of plurality.
3. Typological category of case.

Variant on comparative typology of English, Uzbek and Russian
Variant № 10

1. Language universals.
2. Present Perfect (Uzbek and English)
3. The typological category of English and Uzbek (Russian) words.

Variant on comparative typology of English, Uzbek and Russian
Variant № 11

1. Morphological structure of words.
2. Perfect aspect.
3. The problems of diphthongs.

Variant on comparative typology of English, Uzbek and Russian
Variant № 12

1. Comparative typology and lexicography.
2. Comparative typological category of number.
3. Morphological structure of words.

Variant on comparative typology of English, Uzbek and Russian
Variant № 13

1. Typological category natural gender.
2. Morphological structure of words.
3. Comparative typology and lexicography.

Variant on comparative typology of English, Uzbek and Russian
Variant № 14

1. Typological category of person in English and Russian and Uzbek.
2. Typological category of plurality.
3. Typological category of case.

Variant on comparative typology of English, Uzbek and Russian
Variant № 15

1. What is morphology? Has it a unit of its
2. Will you give the definition of phonetics?
3. Give the definition of the phoneme by the Moscow Phonological school.

Variant on comparative typology of English, Uzbek and Russian
Variant № 16

1. The typological category of gender.
2. The typological category of aspect.
3. The problems of diphthongs.

Variant on comparative typology of English, Uzbek and Russian
Variant № 17

1. Perfect aspect.
2. Comparative analyses of vowels done by A.Abdurazizov.
3. Comparative typology and stylistics.

Variant on comparative typology of English, Uzbek and Russian
Variant № 18

1. Comparative typology.
2. Affixes morphemes.
3. Notional words.

Variant on comparative typology of English, Uzbek and Russian
Variant № 19

1. Morphological classification.
2. Typological category of tense.
3. The continuous aspect.

Variant on comparative typology of English, Uzbek and Russian
Variant № 20

1. Present Perfect of English and Uzbek (Russian).
2. The plurality of nouns.
3. The morpheme the definition of morpheme.

Variant on comparative typology of English, Uzbek and Russian
Variant № 21

1. Typological categories of aspect.
2. Morphological structure of words
3. The diphthongs

Variant on comparative typology of English, Uzbek and Russian
Variant № 22

1. Morphological structure of words
2. Typological categories of tense and aspect.
3. Classification of linguistic typology.

Variant on comparative typology of English, Uzbek and Russian
Variant № 23

1. Atrial typology.
2. Typological classification of the languages.
3. Historical typology.

Variant on comparative typology of English, Uzbek and Russian
Variant № 24

1. Typological category of tense
2. Typological classification of the language.
3. The system of vowel phonemes.

Variant on comparative typology of English, Uzbek and Russian
Variant № 25

1. Structural typology
2. The content of the term “language typology”
3. Classification of languages.

Variant on comparative typology of English, Uzbek and Russian
Variant № 26

1. Comparative analyses English, Uzbek, Russian vowels.
2. Classification of languages.
3. Historical typology.

Variant on comparative typology of English, Uzbek and Russian

Variant № 27

1. Typological categories of English, Uzbek, Russian words.
2. Typological categories of case.
3. Language universals..

Variant on comparative typology of English, Uzbek and Russian
Variant № 28

1. Three main groups of words (companying languages).
2. The typological categories of English, Uzbek, Russian words.
3. Typological categories of case.

Variant on comparative typology of English, Uzbek and Russian
Variant № 29

1. Historical typology.
2. Independent elements.
3. Past continuous.

Variant on comparative typology of English, Uzbek and Russian
Variant № 30

1. Typological categories of case.
2. The diphthongs.
3. The part of typology.

Variant on comparative typology of English, Uzbek and Russian
Variant № 31

1. Typological categories of tense.
2. Typological categories of languages.
3. The Present Continuous Perfect tense.

Variant on comparative typology of English, Uzbek and Russian

Variant № 32

1. Name the first founders of “the phoneme” concept. What is a phoneme? Give its definition.
2. What functions of the phonological units do you know?
3. What is known about South African pronunciation? In what countries is English spoken?

Variant on comparative typology of English, Uzbek and Russian

Variant № 33

1. Noun. The category of gender.
2. Verbs. Their grammatical categories.
3. Comparison as the main method of typological investigation.

Variant on comparative typology of English, Uzbek and Russian
Variant № 34

1. Typological categories of person.
2. Present simple of English, Uzbek, Russian.
3. Typological category of case.

Variant on comparative typology of English, Uzbek and Russian
Variant № 35

1. What is the distinction between the system and the structure of a language?
2. Give L.V. Shcherba’s definition of the phoneme.
3. What is dialectology?

Variant on comparative typology of English, Uzbek and Russian

Variant № 36

1. Structural words.
2. Present Continuous.
3. Comparative vowel table.

Variant on comparative typology of English, Uzbek and Russian
Variant № 37

1. Present Continuous.
2. Comparative typology.
3. Atrial typology.

Variant on comparative typology of English, Uzbek and Russian
Variant № 38

1. The diphthongs (the problems of diphthongs).
2. Consonants (comparative analysis).
3. The classes of morphemes.

Variant on comparative typology of English, Uzbek and Russian
Variant № 39

1. What is the difference between checked and free vowels?
2. What is phonostylistics (into national stylistics)?
3. Explain the difference between historical and contextual assimilations.

TEST QUESTIONS

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) Literature
- b) Linguistics
- c) All sciences besides linguistics
- 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) Semantic, formal
- b) Genetic, comparative, areal, structural
- 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) Related languages
- b) Non-related languages
- c) The system of any concrete national language
- d) All languages

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

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

9. Comparative-historical linguistics is...

- a) Content approach to comparison
- b) Comparative-scientific studies of languages in their development
- c) Comparative-historical studies of languages in their development
- 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 view point

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

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

12. 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

13. What is a morpheme?

a) the units of morphological level

b) a grammatical category within every part of speech

c) an association of a given meaning with a given sound pattern

14. 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.

15. Who developed first the morphological typology?

a) Wilhelm von Humboldt

b) Peter Stephen Du Ponceau

c) brothers Friedrich von Schlegel and August von Schlegel

16. 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

17. Primary grammatical categories are...

a) The category of gender

b) Parts of speech

c) Verbal categories

d) Degrees of comparison

18. 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

19. What language has non –developed morphology?

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

20. Secondary grammatical categories are...

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

21. 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.

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

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

23. Syntactic typology studies...

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

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

- a) –ing
- b) –er
- c) –s
- d) un-

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

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

26. 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."

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

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

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

28. What is the smallest speech pattern?

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

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

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

30. 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

GENERAL CONTROL QUESTIONS ON THE SUBJECT

Q U E S T I O N S :

- 1.What is typology?
- 2.Where is it suggested to be learned ?
- 3.What are the main aspects of it?
- 4.What are the main systems of the comparative typology?
- 5.How do you understand the word combination "Kin Languages ?
- 6.What is Comparative historical Linguistics ?
- 7.What is areal linguistics?
- 8.Can you compare typological linguistics with general linguistics?
- 9.What scientists do you know on typology?
- 10.What are the main objects of typology ?
- 11.How do the linguists compare "Kin languages ?
- 12.What does "the term", "Language universal" mean ?
 - 13.How many parts are there in linguistic universals ?
 - 14.What does the term "Non absolute universals mean ?
 15. What do you know about "Recessives" ?
 - 16What is the meaning of "Unique features" ?
- 17 Can you explain the notion "type"
- 18How many types are there in typological investigations ?
- 19Can you define general typology and SPECIAL TYPOLOGY ?
- 20What does the structural typology learn ?
 - 21.How many methods of Comparative typological analysis do you know ?
 - 22What do you know about the birth of Comparative typological studies ?
 - 23Who is the founder of comparative typological Linguistics in the XI century
 - 24What approaches do you know (to the language types) ?
 - 25What is morphological classification ?
 - 26What is syntactical classification ?
 - 27Who wrote the book "Devony Lugotut Turk" ?
 - 28How many parts does this book include ?
 - 29Did Qoshgary study comparative typology ?
 - 30What Turkish tribes did Qoshgary describe in his book ?
 - 31 Do you know the origin of the word "Uzbeks" ?
 - 32Who were the early scholars in Russia ?
 - 33Who studied typology in Germany ?
 - 34What do you know about modern typological studies ?
 - 35What did Domborsky study ?
 - 36What does Prof. Buranov's work include ?
 - 37What do you know about prof. Yunusov's work ?

- 38What does his method includ ?
- 39Who studied Slavonic Languages ?
- 40Who studied Islandic Languages ?
- 41 What does Shlegel's work include ?
- 42Are phonetics and phonology branches of linguistics ?
- 43What does phonetics study ?
- 44What does phonology study ?
- 45What are the relations between phoneme theory and comparative typology ?
- 46What are the differences of comparative typology in Modern English
And Uzbek, Russian ?
- 47What do you know about comparative typology of vowel system of English,Uzbek,
Russian ?
- 48What are the similiraties of English, Uzbek Languages ?
- 49.What kind of intonation types do you know ?
50. What are the similarities of phonological systems of English, Uzbek ?
- 51 What are the Similarities of syllable types?
- 52What do supersegmental means of language mean ?
- 53What do you know about stress ?
- 54Can you compare stress in English, Russian, Uzbek ?
- 55What is the role of intonation ?
- 56Can you speak about the definition of intonation ?
- 57What is the function of intonation in Uzbek ?
- 58Can it change the meaning of a sentence ?
- 59Do you know anything about typological features of Intonation ?
- 60Can you explain notion of morphology in modern linguistics ?
- 61What is morphology ?
- 62What is Lexico-grammatical; meaning ?
- 63What is "Form" ?
- 64What is "Function" ?
- 65What are the similarities of parts of speech in English, Russian, Uzbek ?
- 66Are there any dissimilarities ?
- 67How many tenses are there in English, Uzbek and Russian ?
- 68What are the Similarities of grammatical categories in English, Uzbek
and Russian ?
- 69What are the dissimilarities of grammatical categories in English, Uzbek and
Russian ?
- 70 What are the Similarities of syllable types?

HANDOUTS AND PRESENTATION MATERIALS

Определение типологии языков



Понятие типа языка

- Тип – обобщенная форма, разновидность предметов и явлений
- Тип языка – это устойчивая **совокупность ведущих признаков языка**, находящихся между собой в определенных связях, причем наличие или отсутствие какого-либо одного признака обуславливает наличие или отсутствие других признаков
- Выявление **ведущих признаков языка** служит основанием для его отнесения к тому или иному типу

Parts of speech theory

- The words of language depending on various formal and semantic features, are divided into grammatically relevant sets or classes. The traditional grammatical classes of words, are called "**parts of speech**"
- In early scholars mono-differential approach was used to distinguish parts of speech when one of the following three criteria was applied:
 - "semantic", "formal", and "functional".

presupposes the evaluation of the generalized meaning which is characteristic of all the subsets of words constituting a given part of speech

concerns the syntactic role of words in the sentence typical of a part of speech

provides the exposition of the specific flexional and derivational (word-building) features

Historical review of parts of speech theories

medieval linguistics	The approach is based on the universal forms of human thought which are reflected in 3 main categorial meanings of words: substance - process - property	semantic approach
Henry Sweet, Cruisinga	They distinguished between two classes of words: <div style="display: flex; justify-content: space-around;"> <div> declinable (changeable forms) </div> <div> indeclinable (static forms: articles, prepositions) </div> </div>	formal approach

Grammatical category of Voice

- The verbal category of voice shows **the direction of the process** as regards the participants of the situation reflected in the syntactic construction: **the category does not illustrate the properties of an action itself**. The voice of the English verb is expressed by the opposition of the **passive** form of the verb to the **active** form of the verb.
- The passive form is alien to many verbs of the statal subclass (displaying a weak dynamic force), such as *have* (direct possessive meaning), *belong*, *cost*, *resemble*, *fail*, *misgive*, etc. Thus, in accord with their relation to the passive voice, all the verbs can be divided into two large sets: the set of **passivized** verbs and the set of **non-passivized** verbs.

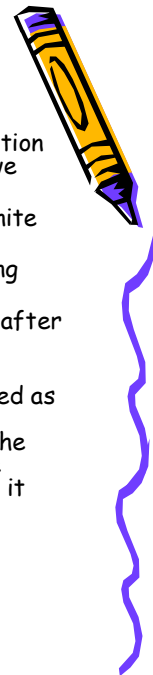
Grammatical category of Voice

- Voice is interpreted rather as a full-representative category, the same as person, number, tense, and aspect, because the demarcation line between the passivized and non-passivized sets is by no means rigid, as the verbs of the non-passivized order may migrate into the passivized order in various contextual conditions (*cf.* The bed *has not been slept* in; The house seems *not to have been lived* in for a long time).
- Thus, the category of voice should be interpreted as being reflected in the whole system of verbs, the non-passivized verbs presenting the active voice form if not directly, then indirectly.

Gender and English Language Learners

- It may be important for prospective readers to know that *Gender and English Language Learners* is not a book that delves into the body of research concerning whether or not females are better language learners than males and to which factors this contestable phenomenon might be attributable. Norton and Pavlenko point out that they wish to avoid any discussion of gender and language learning that focuses on biological gender differences. In contrast, the driving force behind the feminist themes presented seems to be an orientation toward displacing the discussion concerning gender and language learning from a male/female dichotomy of superiority/inferiority altogether. The book aims to reexamine the nature of gender identity and language within the complex nexus of age, race, culture, and social identity in learning environments.

- Tense is the form of the verb which indicates time of the action from the point of view of the moment of speech, in English we distinguish three tenses ; past, present and past.
- Past tense denotes an action which has taken place at a definite time before the moment of speech.
- Present tense denotes a regular or recurrent action happening around the moment of speech.
- Future tense denotes an action which will or going to happen after the moment of speech.
- The English verbs also distinguish the category of aspect continuous process. The notion of aspect can also be described as a form of the verb that shows habituality, continuance or completion of the action or state expressed by the root of the verb. In Uzbek grammars aspect is not studied as a separate category of the verb as it not always expressed distinctly as it seems because of the lack, of the analytical forms.



GLOSSARY

Alphabet

- 1) a set of letters or other signs used in a writing system, usually arranged in a fixed order, each letter or sign being used to represent one or sometimes more than one phoneme in the language being transcribed
- 2) any set of symbols or characters, esp one representing sounds of speech
- 3) basic principles or rudiments, as of a subject

Concept

- 1) an idea, esp an abstract idea the concepts of biology
- 2) philosophy a general idea or notion that corresponds to some class of entities and that consists of the characteristic or essential features of the class
- 3) philosophy a) the conjunction of all the characteristic features of something b) a theoretical construct within some theory c) a directly intuited object of thought d) the meaning of a predicate
- 4) (modifier) (of a product, esp a car) created as an exercise to demonstrate the technical skills and imagination of the designers, and not intended for mass production or sale

Diachronic

of, relating to, or studying the development of a phenomenon through time; historical diachronic linguistics

Dialect

- a) a form of a language spoken in a particular geographical area or by members of a particular social class or occupational group, distinguished by its vocabulary, grammar, and pronunciation
- b) a form of a language that is considered inferior

Evolution

- 1) biology a gradual change in the characteristics of a population of animals or plants over successive generations: accounts for the origin of existing species from ancestors unlike them See also natural selection
- 2) a gradual development, esp to a more complex form the evolution of modern art
- 3) the act of throwing off, as heat, gas, vapour, etc
- 4) a pattern formed by a series of movements or something similar
- 5) an algebraic operation in which the root of a number, expression, etc., is extracted

Grammar

- 1) the branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics
- 2) the abstract system of rules in terms of which a person's mastery of his native language can be explained
- 3) a systematic description of the grammatical facts of a language
- 4) a book containing an account of the grammatical facts of a language or recommendations as to rules for the proper use of a language
- 5) a) the use of language with regard to its correctness or social propriety, esp in syntax the teacher told him to watch his grammar b) (as modifier) a grammar book 6) the elementary principles of a science or art

Germanic languages

1) a branch of the Indo-European family of languages that includes English, Dutch, German, the Scandinavian languages, and Gothic See: East Germanic , West Germanic , North Germanic

Abbreviation: Gmc

2) the unrecorded language from which all of these languages developed; Proto-Germanic

3) of, denoting, or relating to this group of languages 4) of, relating to, or characteristic of Germany, the German language, or any people that speaks a Germanic language

History

1) a) a record or account, often chronological in approach, of past events, developments, etc b) (as modifier) a history book a history play

2) all that is preserved or remembered of the past, esp in written form

3) the discipline of recording and interpreting past events involving human beings

4) past events, esp when considered as an aggregate

5) an event in the past, esp one that has been forgotten or reduced in importance their quarrel was just history

6) the past, background, previous experiences, etc., of a thing or person the house had a strange history

7) computing a stored list of the websites that a user has recently visited

8) a play that depicts or is based on historical events 9) a narrative relating the events of a character's life

Indo-European languages

1) denoting, belonging to, or relating to a family of languages that includes English and many other culturally and politically important languages of the world: a characteristic feature, esp of the older languages such as Latin, Greek, and Sanskrit, is inflection showing gender, number, and case

2) denoting or relating to the hypothetical parent language of this family, primitive Indo-European

3) denoting, belonging to, or relating to any of the peoples speaking these languages

4) the Indo-European family of languages

5) Also called: primitive Indo-European, Proto-Indo-European the reconstructed hypothetical parent language of this family

6) a member of the prehistoric people who spoke this language

7) a descendant of this people or a native speaker of an Indo-European language

Language

1) a system for the expression of thoughts, feelings, etc., by the use of spoken sounds or conventional symbols

2) the faculty for the use of such systems, which is a distinguishing characteristic of man as compared with other animals

3) the language of a particular nation or people the French language

4) any other systematic or nonsystematic means of communicating, such as gesture or animal sounds the language of love

5) the specialized vocabulary used by a particular group medical language

6) a particular manner or style of verbal expression

Lexicology

the study of the overall structure and history of the vocabulary of a language

Phonetics

the science concerned with the study of speech processes, including the production, perception, and analysis of speech sounds from both an acoustic and a physiological point of view. This science, though capable of being applied to language studies, technically excludes linguistic considerations

Practice

- 1) a usual or customary action or proceeding it was his practice to rise at six he made a practice of stealing stamps
- 2) repetition or exercise of an activity in order to achieve mastery and fluency
- 3) the condition of having mastery of a skill or activity through repetition (esp in the phrases in practice, out of practice)
- 4) the exercise of a profession he set up practice as a lawyer
- 5) the act of doing something he put his plans into practice
- 6) the established method of conducting proceedings in a court of law
- 7) the US spelling of practice

Stylistics

a branch of linguistics concerned with the study of characteristic choices in use of language, esp literary language, as regards sound, form, or vocabulary, made by different individuals or social groups in different situations of use

Synchronic

- 1) concerned with the events or phenomena at a particular period without considering historical antecedents synchronic linguistics
- 2) synchronous

Theory

- 1) a system of rules, procedures, and assumptions used to produce a result
- 2) abstract knowledge or reasoning
- 3) a speculative or conjectural view or idea I have a theory about that
- 4) an ideal or hypothetical situation (esp in the phrase in theory)
- 5) a set of hypotheses related by logical or mathematical arguments to explain and predict a wide variety of connected phenomena in general terms

Morphology is the main part of grammar that studies parts of speech their categories and word systems.

2. **Morphological level** studies the smallest meaningful unit of a language – morpheme. The term morpheme is derived from Greek morphe ‘form’ + -eme. The Greek suffix -eme has been adopted by linguists to denote the smallest significant or distinctive unit.

3. **Morphological typology** is a way of classifying the languages of the world that groups languages according to their common morphological structures.

4. **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.

5. **Synthetic languages** form words by **affixing** a given number of dependent morphemes to a root morpheme.

6. Due to the presence and absence of word forms (prefixes, infixes, suffixes) language, words are divided into those, which have affixes, and those, which do not have them.
7. Language that does not have affixes is called **Isolate**: Chinese, Japanese.
8. When a word is a whole sentence, this type is called **Polysynthetic** (American-Indian languages). These languages have a high morpheme-to-word ratio, a highly regular morphology, and the tendency for verb forms to include morphemes that refer to several arguments besides the subject.
9. **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.
10. Morphemes in **fusional languages** are not readily distinguishable from the root or among themselves. Several grammatical bits of meaning may be fused into one affix. Morphemes may also be expressed by internal phonological changes in the root (i.e. morphophonology), such as consonant gradation and vowel gradation, or by suprasegmental features such as stress or tone, which are of course inseparable from the root.
11. The term **grammatical category** is based on grammar. It means the combination of the meaning, its form. (eg. Work+s =works / cat.of tense).

ASSESSMENT CRITERIA

РЕЙТИНГ ИШЛАНМА

№	Виды работ	Количество	Баллы	Всего баллов
1. Текущий контроль (ЖН)				
1.1	Практические задания (выполнение практических работ по каждой теме, учитывается грамотность)	5	2,5	12,5
1.2	Устные ответы на вопросы после каждой темы. Учитывается	5	2,5	12,5

	самостоятельность суждения, выводы, заключения информации и конспекты из источников.			
1.3	Тестирование	1	5	5
1.4	Устные ответы (ТМИ)	3	2	6
1.5	Реферат (ТМИ)	1	3	3
	INTERNET (ТМИ)	2	2,5	5
1.6	Презентации: учитывается творческий подход (CD наглядность, слайды.) (ТМИ)	2	3	6
	ЖБ Жами			50
3. Промежуточный контроль(ОН)				
2.1	Письменная работа	2	5	10
2.2	Устный ответ (ТМИ)	1	10	10
	ОН Жами			20
4. Итоговый контроль (ЯН)				
4.1	Письменная работа	3	10	30
ЯБ Жами				30
Жами	50+20+30=100			100

Талабалар билимини баҳолаш мезони

Балл	Баҳо	Мезон
86-100	Аъло	Тил ривожига туртки бўлган тарихий, ижтимоий ва маданий воқеа-ҳодисалар ҳақида билимга эга, тилдаги энг сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида тушунчага эга; тилда рўй берган ўзгаришлар тарихини таҳлил қила олади.
71-85	Яхши	Инглиз тили ривожига туртки бўлган тарихий, маданий воқеа ва ҳодисалар ҳақида билимга эга, энг машҳур тилшунос олимлар, тилда юз берган сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида умумий тушунчага эга;
55-70	Қониқарли	Тил ривожланиш тарихидаги асосий ўзгаришлар ҳақида, тил ривожигаги энг сезиларли ўзгаришлар ҳақида билимга эга;
0-54	Қониқарсиз	Асосий билимга эга эмас; энг сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида умумий тушунчага эга эмас.

“Қиёсий типология” фанидан талабалар билимини БАҲОЛАШ МЕЗОНИ

1. Жорий назорат

Т.К.

Студент получает от 1 до 1,5 балла за работу на лекциях в случае грамотного ведения конспектов, умения выделить основную информацию из всего услышанного, вычленив научную проблему, предложить свое решение.

Студент получает от 0,5 до 1 баллов за работу на лекциях в случае грамотного ведения конспектов, умения выделить основную информацию.

Студент получает от 2,15 до 2,5 баллов за активное участие в семинарах, использование материалов лекций, дополнительной литературы, всестороннее освещение вопросов семинаров, умение аргументировано доказывать свою точку зрения.

Студент получает от 1,7 до 2,1 баллов за активное участие в семинарах, использование материалов лекций и дополнительной литературы.

Студент получает от 1,4 до 1,7 баллов за участие в семинарах, использование материалов лекций.

Студент получает от 2,15 до 2,5 баллов за письменные работы в случае всестороннего освещения вопросов, умения аргументировано доказывать свою точку зрения, излагать материал без грамматических и стилистических ошибок.

Студент получает 1,7 до 2,1 баллов в случае всестороннего освещения вопросов, не допуская при этом грамматических и стилистических ошибок.

Студент получает от 1,4 до 1,7 баллов за участие в семинарах, использование материалов лекций.

Тестирование

Студент получает от 4,3 до 5 баллов при выполнении тестовых заданий на 86 и 100 %

Студент получает от 3,5 до 4,3 баллов при выполнении тестовых заданий на 71 и 85 %

Студент получает от 2,8 до 3,5 баллов при выполнении тестовых заданий на 56 и 70 %

П.К.

Студент получает от 12,9 до 20 баллов за устный ответ во время промежуточного контроля в случае свободного, полного изложения материала, демонстрируя хорошие навыки говорения и умение аргументировано отвечать на вопросы.

Студент получает от 10,65 до 12,9 баллов в случае достаточного изложения материала, демонстрируя хорошие навыки говорения.

Студент получает от 8,4 до 10,65 баллов в случае неполного изложения материала и допущения ошибок в устной речи и письменной работе.

Студент получает от 12,9 до 15 баллов за презентацию во время промежуточного контроля в случае свободного, полного изложения материала, демонстрируя хорошие навыки говорения и умение аргументировано отвечать на вопросы.

Студент получает от 10,65 до 12,9 баллов в случае достаточного изложения материала, демонстрируя хорошие навыки говорения.

Студент получает от 8,4 до 10,65 баллов в случае неполного изложения материала и допущения ошибок в устной речи.

И.К.

Студент получает от 25,8 до 30 баллов на итоговом письменном экзамене, если он всесторонне раскрыл поставленную тему, изложил материал, не допуская грамматических или стилистических ошибок.

Студент получает от 21,3 до 25,8 баллов, если он всесторонне раскрыл поставленную тему, допустив при этом незначительное количество грамматических или стилистических ошибок.

Студент получает от 16,8 до 21,3 баллов, если предложенная тема раскрыта неполностью, допущены серьезные грамматические и стилистические ошибки.

Студент получает от 25,8 до 30 баллов на устном экзамене в случае полного изложения материала, демонстрируя хорошие навыки говорения и умение аргументировано отвечать на вопросы.

Студент получает от 21,3 до 25,8 баллов в случае достаточного изложения материала, демонстрируя хорошие навыки говорения.

Студент получает от 16,8 до 21,3 баллов в случае неполного изложения материала и допущения ошибок в устной речи.

Тестирование

Студент получает от 25,8 до 30 баллов при выполнении тестовых заданий на 86 и 100 %

Студент получает от 21,3 до 25,8 баллов при выполнении тестовых заданий на 71 и 85 %

Студент получает от 16,8 до 21,3 баллов при выполнении тестовых заданий на 56 и 70 %

THEMES FOR INDEPENDENT STUDY

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш муддатлари	Ҳажми (соатда)
1. Comparative typology and its relations with other branches of Linguistics	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	1 – ҳафта	2
2. Comparative analysis of the Vowel systems of Modern English, Uzbek, Russian.	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	2–ҳафта	2

3. Comparative analysis of the Consonant systems of Modern English,Uzbek, Russian.	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	3 ҳафта	2
4. Comparative analysis of the Morphological structure of the word in Modern English,Uzbek, Russian.	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	4-ҳафта	2
5. Comparative analysis of the typological categories of Gender in Modern English,Uzbek, Russian.	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	5-ҳафта	2
6. Comparative analysis of the typological categories of Case in Modern English,Uzbek, Russian.	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	6-ҳафта	2
7. Comparative analysis of the typological categories of Number in Modern English,Uzbek, Russian.	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	7ҳафта	2

8. Comparative analysis of the typological categories of Person in Modern English,Uzbek, Russian.	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	8- ҳафта	2
Synopsis	Choose several essential sources on the comparative typology of the English language and prepare a synopsis on the assigned topic. Comment on the opinions and suggestions of the major historians and linguists given in the sources. Use proper referencing. Use internet materials to illustrate the topic.	8- ҳафта	4
9.Comparative analysis of the typological categories of Tense in Modern English,Uzbek, Russian	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	9- ҳафта	2
10.Comparative analysis of the typological categories of Aspect in Modern English,Uzbek, Russian	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	10- ҳафта	2
11.Comparative analysis of the typological categories of Voice in Modern English,Uzbek, Russian	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	10- ҳафта	2

12.Comparative analysis of the typological categories of Mood in Modern English,Uzbek, Russian	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	11- ҳафта	2
13.Comparative analysis of the typological categories of Degrees of comparison in Modern English,Uzbek, Russian	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	12-ҳафта	2
14.Comparative analysis of the typological categories of Word order in Modern English,Uzbek, Russian	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	13- ҳафта	2
15.Comparative analysis of the Lexical systems of Modern English,Uzbek, Russian.	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	14-ҳафта	2
16.Comparative analysis of the Syntactic systems of Modern English,Uzbek, Russian. Phrases.	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	14- ҳафта	2
17.Comparative analysis of the Lexical systems of Modern English,Uzbek, Russian. The ways of syntactic relations between words.	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	15- ҳафта	2

18.Comparative analysis of the Syntactic systems of Modern English,Uzbek, Russian. Simple sentences.	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	16- ҳафта	2
19.Comparative analysis of the Syntactic systems of Modern English,Uzbek, Russian. Composite sentences	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	17- ҳафта	2
Comparative Typology of Phonological systems of Modern English, Uzbek and Russian	Translate the given text paying attention to the changes in the lexicographic and grammatical, phonetical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	18- ҳафта	2

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Essential sources

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Additional Literature Қўшимча адабиётлар

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4. www.lewebpedagogique.com
5. <http://mvestnik.irk.ru>
6. www.clemi.org/fr
7. studentbank.ru 8. www.ziyou.com
9. Website dedicated to linguistics: www.linguist.org
10. Русский филологический портал: www.philology.ru
11. www.natlib.uz
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I. SYLLABUS

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ БД – 5111400 – 4.02

2018 йил “18” 08



Олий ва ўрта махсус таълим вазирлиги

2018 йил “25” 08

ҚИЁСИЙ ТИПОЛОГИЯ

ФАН ДАСТУРИ

Билим соҳаси:	100000	– Гуманитар соҳа
Таълим соҳаси:	110000	– Педагогика
	120000	– Гуманитар фанлар
Таълим йўналишлари:	5111400	– Хорижий тил ва адабиёти (тиللар бўйича)
	5120100	– Филология ва тилларни ўқитиш (роман-герман филологияси)

Тошкент – 2018

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2018 йил “25” августдаги 744-сонли буйруғининг 6-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-ҳунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашнинг 2018 йил “18” августдаги 4-сонли баённомаси билан маъқулланган. Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

Тўхтаева Қ.Д. – ЎзДЖТУ “Инглиз тилини ўқитиш методикаси” кафедраси мудири ф.ф.н., доцент.

Ахмедов О.С. – ЎзДЖТУ “Инглиз тилини ўқитиш методикаси” кафедраси доценти, ф.ф.д.

Такризчилар:

Ирискулов М.Т. – ЎзДЖТУ ҳузуридаги РИАИМ бўлим бошлиғи ф.ф.н., профессор Сиддиқова И.А. – М.Улугбек номидаги Ўзбекистон Миллий университети профессори, ф. ф.д.

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Кенгашида кўриб чиқилган ва тавсия қилинган (2018 йил “27” июндаги “6” -сонли баённома). 3

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Қиёсий типология фани ихтисослик фани саналиб, у талабаларни ҳам назарий, ҳам амалий жиҳатдан олий ва ўрта таълим муассасалари ўқитувчисининг тил назарияси ва унинг аспекти бўйича назарий билимини оширишга хизмат қилади.

Ўқув фанининг асосий мазмуни “Таълим тўғрисида”ги Қонун, Ўзбекистон Республикасининг кадрлар тайёрлаш Миллий дастури, давлат таълим стандарти талаблари, 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сонли Фармонлари, шунингдек 2017 йил 20 апрелдаги “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-2909-сонли қарорида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у замонавий талаблар ва хорижий тажрибаларга суянган ҳолда бўлғуси педагог кадрларнинг тилни назарий жиҳатдан пухта эгаллаган ҳолда амалий тажрибаларини мустаҳкамлаш, такомиллаштириб боришни мақсад қилади. Фаннинг ўқув дастури олий ва ўрта махсус таълим вазирлиги томонидан тасдиқланган ўқув режага мувофиқ тарзда тузилган.

Ушбу фан чет тил, ўзбек ва рус тилларининг қиёсий таҳлили ҳамда тилларнинг долзарб муаммолари, асосий йўналишларининг назарий асосларини ўргатишга йўналтирилган фандир. Дастур замонавий тилшуносликнинг назарий ва амалий аҳамиятга молик аспектиларини яхлит тизим сифатида ўрганишга ундайди.

“Қиёсий типология” ихтисослик фанлари блокига киритилган бўлиб, бакалаврият таълим йўналиши битирувчи курсида ўқитилади. Фан тилшуносликка оид назарий фанларнинг қиёсий таҳлилий асосларини ўз ичига олиб, қиёсланаётган тилларнинг фарқли ва ўхшаш хусусиятларини ўзида акс эттирган кўникмаларни фан амалиётида қўллашда катта аҳамият касб этади. Қиёсий тилшунослик соҳасида эгалланган билимлар ўқув жараёнида тилнинг амалий кўникмаларини такомиллаштиришга асос бўлиб хизмат қилади

II. Ўқув фанининг мақсади ва вазифалари

Фанни ўқитишдан **асосий мақсад** – талабаларга тилшуносликка оид билимларнинг назарий асослари, қиёсий типология фанининг асосий тушунча ва категориялари, тамойилларини ўргатиш, ҳамда уларни амалиётга татбиқ этиш кўникмасини ҳосил қилишдан иборат. Ушбу мақсадга эришиш учун фан талабаларни назарий билимлар, амалий кўникмалар, тилнинг ривожланиш жараёнларига услубий ёндашув ҳамда илмий дунёқарашни шакллантириш, тўпланган назарий билимларни тил амалиётида қўллаш имконини беради.

Фаннинг вазифалари:

А) Тилшунослик тизимида қиёсий типология фанининг аҳамияти ва ўрнини аниқлаш;

Б) Қиёсий типология фанининг назарий асослари билан танишиш;

В) Қиёсий чоғиштира методлари асосларини ўргатиш.

Шунингдек, мазкур фан тилларнинг қиёсий таҳлили, қиёсланадиган тилларнинг категориялари, тилларнинг изоморфик ва алломорфик тушунчалари, қиёсланаётган тилларнинг миқдорий чегараланиши, қиёсий типологиянинг ривожланиш тарихи, типологиянинг турлари, иерархия сатҳларига кўра типологик турлари, қиёсий грамматикада категоризация муаммолари, қиёсланаётган тилларнинг фонетик, лексик, грамматик типологияси ҳақида назарий ва амалий билимлар билан бакалавр талабаларини қуроллантиришдан иборатдир. Фан бўйича бакалавр талабаларининг билим, кўникма ва малакаларига қуйидаги талаблар қўйилади:

Қиёсий типология фанини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида **бакалавр талабаларига қўйиладиган талаблар:**

- Қиёсий типология фанининг тарихий тараққиёт босқичлари, фаннинг назарий масалалари ва тадқиқот методлари, қиёслаш объектини танлаш, қиёсланаётган категорияларнинг ифодаланиш усуллари ва уларнинг амалий жиҳатдан қўлланилиш мақсадини тушуниш;
- Қиёсий типологик категориялар, динамик ва турғун тушунчалар, қиёсий универсалиялар, мета(эталон)тил, типологик таснифларни **билиши** ва улардан тил амалиётида **фойдалана олишлари зарур**. Шу билан бир қаторда **бакалаврлар:**
 - муайян назарий масалаларга оид фикрларни баён этиш, мавжуд фикрларга нисбатан танқидий муносабатини асослай олиш, тиллараро изоморф ва алломорф хусусиятларни таҳлил қила олиш;
 - маърузалар давомида олинган назарий билимларни амалиётда қўллай олиш, тил жараёнларини таҳлил қилиш усуллари қўллаш, мустақил ҳолда қиёсий тилшунослик соҳасида илмий тадқиқот ишларини олиб бориш **кўникмаларига эга бўлиши керак**.

III. Асосий назарий қисм (маъруза машғулотлари)

1-мавзу. Қиёсий тилшунослик фан сифатида

Қиёсий тилшунослик фанининг предмети, мақсади ва вазифалари. Қиёсий типологик тадқиқотлар таҳлили.

2-мавзу. Қиёсий типологиянинг классификацияси

Ж.Буранов ва бошқа тилшунос олимларнинг типологик классификациялари. Тилларни қиёслашнинг турлари ва қиёсий тадқиқот методлари.

3-мавзу. Қиёсий типологиянинг аспектлари

Фонетик ва фонологик типология. Морфологик типология. Формал типология. Семантик типология. Тилларни қиёслаш турлари.

4-мавзу. Қиёсланаётган тилларнинг фонетик ва фонолик тизимлари типологияси

Фонетик ва фонологик типологиянинг назарий асослари. Фонетика ва фонология ўртасидаги фарқлар. Унли ва ундош товушларни қиёслаш. Урғу. Интонация. Ассимиляция. Диссимиляция. Редукция. Акцент. Ритм. Пауза

5-мавзу. Чет тили ва она тили морфологик типологияси

Морфологик типологиянинг объекти. Қиёсий типологиянинг бошқа бўлимлар билан корреляцияси. Морфема ва алломорф. Аналитик ва синтетик тиллар тушунчаси. Тилларнинг типологик классификацияси.

6-мавзу. Чет тили ва она тили сўз туркумлари классификацияси

Сўз туркумларини таснифлаш. Сўз туркумларининг грамматик типологияси.

7-мавзу. Чет тили ва она тили синтактик даражалари типологияси

Синтаксис ҳақида маълумот. Синтактик даражаларни таснифлаш. Қиёсланаётган тилларнинг синтактик даражалари типологияси.

8-мавзу. Қиёсланаётган тилларда сўз бирикмаси (ибора)лар типологияси

Қиёсланаётган тилларда сўз бирикмасини таснифлаш ва уларнинг тузилиши. Сўз бирикмалари компонентларининг ўзаро муносабати.

9-мавзу. Қиёсланаётган тилларда гап типологияси

Гап ва унинг мазмун ва тузилишига кўра турлари. Гапни турларга ажратиш мезонлари. Гапларни таснифлаш. Қиёсланаётган тилларда гап турлари.

10-мавзу. Қиёсланаётган тилларда лексик бирликлар (даражалар) типологияси

Лексик типологиянинг объекти ва мақсади. Лексик типологиянинг қиёсий типология билан алоқаси. Лингвистикада “лексикон” тушунчаси. Лексик типологиянинг бўлимлари. “Лексик майдон” ва “домин” тушунчаларининг типологик категоризацияси.

11-мавзу. Қиёсланаётган тилларда сўзларнинг қиёсий таҳлили

Сўз тил бирлиги сифатида.Сўзнинг синтагматик ва парадигматик муносабатлари. Сўзнинг семантик таснифи. Сўзни тузилишига кўра туркумлаш.

12-мавзу. Қиёсланаётган тилларда сўз ясалиш турларининг қиёсий таҳлили

Лингвистикада сўз ясалиши. Қиёсланаётган тилларда сўз ясалиш турлари. Қиёсланаётган тилларда сўз ясалишидаги ўхшашлик ва фарқлар.

13-мавзу. Қиёсий типология билан лингвистиканинг антропоцентрик йўналиши ўртасидаги муносабатлари

Антропоцентрик парадигманинг пайдо бўлиш тарихи. “Когнитив илм” атамасининг таснифи. Лингвистиканинг янги йўналишларида қиёсий типологиянинг ўрни.

14-мавзу. Қиёсланаётган тилларда маданий “концепт”- тушунчалари

“Концепт”нинг қиёсланаётган тилларда ифодаланиши.Маданий концептларнинг қиёсланаётган тилларда қўлланилиши ва ифодаланиши.

15-мавзу. Қиёсланаётган тилларда Гендер лингвистикаси типологияси

Тил ва гендер муносабати. Гендер атамасининг хусусиятлари. Аёл ва эркак образлари хусусиятлари.

IV. Семинар машғулотлари бўйича кўрсатма ва тавсиялар

Семинар машғулотлари учун қуйидаги мавзулар тавсия этилади:

1. Қиёсий тилшунослик фан сифатида.
2. Қиёсий типологиянинг классификацияси.
3. Қиёсий типологиянинг аспектлари.
4. Чет тил ва она тилининг фонетик ва фонолик тизимлари типологияси.
5. Чет тил ва она тилининг морфологик типологияси.
6. Чет тил ва она тилида сўз туркумлари классификацияси.
7. Чет тил ва она тилида синтактик даражалар типологияси.
8. Чет тил ва она тилида сўз бирикмаси (ибора)лар типологияси.
9. Чет тил ва она тилида гап типологияси.
- 10.Чет тил ва она тилида лексик бирликлар (даражалар) типологияси.
- 11.Чет тил ва она тилида сўзларнинг қиёсий таҳлили.
- 12.Чет тил ва она тилида сўз ясалиш турларининг қиёсий таҳлили.
- 13.Қиёсий типология билан лингвистиканинг антропоцентрик йўналиши ўртасидаги муносабатлари.
- 14.Чет тил ва она тилида маданий “концепт” тушунчаси.
- 15.Қиёсланаётган тилларда Гендер лингвистикаси типологияси.

V. Мустақил таълим ва мустақил ишлар

Мустақил таълим учун тавсия этиладиган мавзулар:

1. Қиёсий типология тарихи;
2. Лингвистик типология йўналишларини аниқлашнинг асосий параметрлари;
3. Генетик ва генеологик типология;
4. Структурал типология ва унинг бўлимлари;
5. Қиёсий типология ва унинг ўзига хослиги;
6. Тилнинг ифодаланиши ва мазмунига тегишли қиёсий типология йўналишлари;
7. Тилшуносликда категоризация масаласи;
8. Инглиз, ўзбек ва рус тилларида кўплик категориясининг типологияси;
9. Тилларнинг типологик таснифи;
10. Тилларнинг морфологик таснифи;
11. Қиёсий универсалиялар;
12. Тилнинг ареал таснифи;
13. Тилларнинг генеологик таснифи;
14. Семантик типология;
15. Синтактик типология;
16. Қиёсий типологиянинг қиёсий ва маданий хусусиятлари.

“Қиёсий типология” фани мустақил иш мавзулари доирасида таълимнинг интерфаол методлари, коммуникатив ёндашувларга таянган ҳолда талабаларни маълумотларни таълим жараёнида фаоллашуви, мустақил фикрлаши, фикрини эркин баён эта олиш кўникмаларини ривожлантиришга қаратилган. Бунга асосан ўқитувчи ва талабаларнинг маълум бир назарий ва амалий муаммоларнинг ечимини топиш бўйича эркин фикр алмашишларини, танқидий фикрлашларини назарда тутди. Интерфаол методларнинг қуйидаги турларидан кенг фойдаланилади:

- гуруҳли музокаралар (Group Discussion)
- жамоа лойиҳалари (Project Work)
- жуфтликлар бўлиб топшириқларни бажариш (Pair Work)
- якка ҳолда маълум мавзу бўйича презентациялар қилиш (Individual Presentation)
- давра суҳбатларини ўтказиш (Round-Table Discussion)
- инсерт техникаси (Insert Technique)
- Пинборд техникаси (Pinboard)
- Кейс- стади (Case-study)
- аклий ҳужум (Brainstorming) ва ҳакозо. Танланган мавзулар бўйича намоишлар (такдимотлар) тайёрлаш ва гуруҳларда муҳокама қилиш режалаштирилади.

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**O‘ZBEKISTON OLIY VA O‘RTA MAXSUS TA'LIM VAZIRLIGI
GULISTON DAVLAT UNIVERSITETI**

“INGLIZ TILI VA ADABIYOT” KAFEDRASI

“TASDIQLAYMAN”

Guliston davlat universiteti

O‘quv ishlar prorektori _____ F.G.Sharipov

№__“__” “avgust” 2020 yil

QIYOSIY TIPOLOGIA

fani bo‘yicha

ISHCHI O‘QUV DASTURI

100000 – Gmanitar soha 110000 – Pedagogika

5111400 – Xorijiy til va adabiyoti (Ingliz tili)

4 – Kurs 7/8 – Semestr

Kuzgi - 44

Bahorgi - 32

Umumiy o‘quv dasturi - 128

Mustaqil ta'lim soati – 52

GULISTON – 2020 y.

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2020 yil "___" ___ dagi "___" sonly buyrug'i bilan (buyruqning ___ ilovasi) tasdiqlangan "Qiyosiy tipologiya" fani dasturi asosida tayyorlangan.

Fan dasturi Guliston davlat universiteti Kengashining 2020 yil "___" ___ dagi ___ sonli bayoni bilan tasdiqlangan.

Tuzuvchi:

Tuzuvchi: Xakimova.Sh. R –GulDu "Ingliz tili va adabiyoti"
kafedrasi o'qituvchisi _____ (imzo)

Taqrizchi:

Tojiev X. GulDU "Ingliz tili va adabiyoti" kafedrasi dotsenti,
filologiya fanlari nomzodi.

GulDU Filologiya
fakulteti dekani:

2020 yil "___" "___" _____ dots. M.Mamatkulov

GulDU "Ingliz tili va adabiyoti"
kafedrasi mudiri:

2020 yil "___" "___" _____ B.Sultonov

GulDU O'quv-uslubiy bo'lim
boshlig'i:

2020 yil "___" "___" _____ I.Xudoyberdiev

I. O‘quv fanining dolzarbligi va oliy kasbiy ta’limdagi o‘rni

- II.** Qiyosiy tipologiya fani ixtisoslik fani sanalib u talabalarni ham nazariy , ham amaliy jihatdan oliy va o‘rta ta’lim muassalari o‘qituvchisining til nazariyasi va uning aspektlari bo‘yicha nazariy bilimni oshirishga xizmat qiladi. O‘O‘quv fanining asosiy mazmuni "Talim to‘g‘risida "gi Qonuni, O‘zbekiston Respublikasining kadrlar tayyorlash , davlat ta’lim sdandarti talablari , 2017 yil 7 fevraldagi “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi.
- III.** PF-4947-sonli farmonlari ,shuningdek 2017 yil 20 apreldagi “Oliy ta’lim tizimini yanada rivojlantirish chora tadbirlari to‘g‘risida”gi PQ–2909-sonli qarorida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo‘lib,u zamonaviy talablar va tajribalarga suyanagan holda bo‘lg‘usi pedagog kadrlarni tilni nazariy jihatdan puxta egallagan holda amaliy tajribalarini mustahkamlash takomillashtirib borishni maqsad qiladi. Fanining o‘quv dasturi oliy va o‘rta maxsus ta’lim vazirligi tomonidan tasdiqlangan o‘quv rejaga muvofiq tarzda tuzilgan. Ushbu fan chet tili,o‘zbek va rus tillatining qiyosiy tahlili hamda tillarning dolzarb muaommolari,asosiy yo‘nalishlarining nazariy asoslarini o‘rgatishga yo‘nalitirilgan fandır. Dastur zamonaviy tilshunoslikning nazariy va amaliy ahamiyatga molik aspektlarini yaxlit tizim sifatida o‘rganishga undaydi. “Qiyosiy tipologiya” ixtisoslik fanlari blokiga kiritilgan bo‘lib bakalavriat ta’lim yo‘nalishi bitiruvchi kursida o‘qitiladi .Fan tilshunoslikka oid fanlarining qiyosiy tahliliy asoslarini o‘z ichiga olib,, qiyoslanayotgan tillarining farqli va o‘xshash xususiyatlarini o‘zida aks ettirgan ko‘nikmalarini fan amaliyotida qo‘llashda katta ahamiyat kasb etadi. Qiyosiy tilshunoslik sohasida egallangan bilimlar o‘quv jarayonida tilning amaliy ko‘nikmalarini takomillashtirishga asos bo‘lib xizmat qiladi.

II. O‘QUV FANINING MAQSADI VAZIFALARI

Fanni o‘qitishdan asosiy maqsad – talabalarga tilshunoslikka oid bilimlarning nazariy asoslari , qiyosiy tipologiya fanining asosiy tushuncha va kategoriyalari, tamoyillarini o‘rgatish, hamda ularni amaliyotga tadbiq etish ko‘nikmasini hosil qilishdan iborat. Ushbu maqsadga erishish uchun fan talabalarini nazariy bilimlar amaliy ko‘nikmalar, tilning rivojlanish jarayonlariga uslubiy yondashuv hamda ilmiy dunyoqarashni shakllantirish to‘plangan nazariy bilimlarni til amaliyotda qo‘llash imkonini beradi

Fanning vazifalari:

A) Tilshunoslik tizimida qiyosiy tipologiya fanining ahamiyati va o'rnini aniqlash;

B) Qiyosiy tipologiya fanining nazariy asoslari bilan tanishish;

D) Qiyosiy chog'ishtirma metodlari asoslarini o'rgatish.

Shuningdek, mazkur fan tillarning qiyosiy tahlili, qiyoslanadigan tillarining kategoriyalari tillarining izomorfik va allomorfik tushunchalari, qiyoslanayotgan tillarining miqdoriy, chegaralanishi, qiyosiy tipologiyaning rivojlanish tarixi, tipologiyaning turlari, ierarxiya satxlariga ko'ra tipologik turlari, qiyosiy grammatikada kategorizatsiya muammolari, qiyoslanayotgan tillarining fonetik leksik, grammatik tipologiyasi haqida nazariy va amaliy bilimlar bilan bakalavr talabalarini qurollantirishdan iboratdir.. Fan bo'yicha bakalavr talabalarining bilim, ko'nikma va malakalariga talabalar qo'yiladi;

Qiyosiy tipologiya fanini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida **bakalavr talabalariga qo'yiladiga talabalar**

- Qiyosiy tipologiya fanining tarixiy taraqqiyot bosqichlari fanning nazariy masalalari va tadqiqot metodlar qiyoslash obyektni

tanlash, qiyoslanayotgan kategoriyalarning ifodalanish uullari

va ularining amaliy jihatdan qo'llanilish maqsadini tushunish

- Qiyosiy tipologik kategoriyalar, dinamik va turg'un tushunchalar qiyosiy universaniyalar meta (etalon) til, tipologik tasniflarini bilishi va ulardan amaliyotda foydalana olishlari zarur. Shu bilan bir qatorda bakalavrlar:

- muayyan nazariy masalarga oid fikrlarni bayon etish, mavjud fikrlarga nisbatan tanqidiy munosabatini asoslay olish, tillararo izomorf va allomorf xususiyatlarni tahlil qila olish;

- maruzalar davomida olingan nazariy bilimlarni amaliyotda qo'llay olish, til jarayonlarini tahlil qilish usullarini qo'llash mustaqil holda qiyosiy tilshunoslik sohasida ilmiy tadqiqod ishlarini olib borish ko'nikmalarga ega bo'lish kerak

“Qiyosiy tipologiya ” (Comparative typology) fanidan o‘tiladigan mavzular va ular bo‘yicha mashg‘ulot turlarga ajratilgan soatlarining taqsimoti

7 –semestr kuzgi

№	Mashg‘ulotlar mazmini	Soatlar				
		Jami:	Ma'ruza:	Seminar:	Amaliy:	Mustaqil ta'lim:
1.	Introduction.Comparative typology as a special branch of linguistics	7	2	2		3
2.	Comparative Typology of Phonological systems of Modern English, Uzbek and Russian English, Uzbek and Russian	6	2	2		2
3.	Comparative Typology of Morphological systems of Modern English, Uzbek and Russian languages	6	2	2		2
4.	Typology of parts of speech in English and Native Languages	6	2	2		2
5.	Grammatical categories of typology	6	2	2		2
6.	The Typological category of personality and plurality	8	2	2		4
7.	Comparative analysis of the Syntactic systems of Modern English, Uzbek and Russian languages	5	2	2		1
8.	Typology of a sentence in English and Native languages	6	2	2		2
9.	Comparative Typology of Lexical systems of Modern English, Uzbek and Russian	8	2	2		4
10	Methods of comparative typology and its notions	6	2	2		2
11	Typology of super- segmental means of modern English, Uzbek and Russian languages	6	2	2		2
	TOTAL	70	22	22		26

8 – semester bahorgi

№	Mashg'ulotlar mazmuni	Soatlar:				
		Jami:	Maruza:	Seminar:	Amaliy: ta'lim:	
1.	Historical typology as one of the periodization of the history of the languages	6	2	2		2
2.	The relationship between comparative typology and the anthropocentric direction of linguistics	8	2	2		4
3.	The Understanding of universals and their means	7	2	2		3
4.	Comparative Typology of Phonological systems of Modern English, Uzbek and Russian English, Uzbek and Russian	8	2	2		4
5.	Comparative Typology of Morphological systems of Modern English, Uzbek and Russian languages	6	2	2		2
6.	Comparative analysis of word-building types in comparative languages	8	2	2		4
7.	Cultural «concepts» in comparable languages	7	2	2		3
8.	Typology of gender linguistics in comparative languages	8	2	2		4
	TOTAL	58	16	16		26

III. Asosiy nazariy qism (ma'ruza mashg'ulotlari)

1-mavzu. Qiyosiy tilshunoslik fan sifatida

Qiyosiy tilshunoslik fanining predmeti , maqsadi va vazifalari . Qiyosiy tipologik tadqiqotlar tahlili.

2-mavzu Qiyosiy tipologiyaning klassifikatsiyasi

J. Buranov va boshqa tilshunos olimlarining tipologik klassifikatsiyalari. Tillarni qiyolashning turlari va qiyosiy tadqiqot metodlari.

3-mavzu Qiyosiy tipologiyaning aspektlari

Fonetik va fonologik tipologiya . Morfologik tipologiya Formal tipologiya Semantik tipologiya. Tillarni qiyoslash turlari.

4-mavzu Qiyoslanayotgan tillarning fonetik va fonologik tizimlari tipologiyasi.

Fonetik va fonologik tipologiyaning nazariy asoslari. Fonetika va fonologiya o'rtasidagi farqlar. Unli va undosh tovushlarni qiyoslash .Urg'u. Intonatsiya .Assimilatsiya . Dissimilatsiya .Reduksiya. Aksent. Ritm. Pauza

5-mavzu.Chet tili va ona tili morfologik tipologiyasi

Morfologik tipologiyaning obyekti. Qiyosiy tipologiyaning boshqa bo'limlar bilan korrelyatsiyasi. Morfema va Allomorf. Analitik va sintetik tillar tushunchasi.Tillarning tipologik klassifikatsiyasi.

6-mavzu.Chet tili va ona tili so'z turkumlari klassifikatsiyasi

So'z turkumlarini tasniflash .So'z turkumlarining grammatik tipologiyasi.

7-mavzu.Chet tili va on atili sintaktik darajalari tipologiyasi

Sintaksis haqida ma'lumot. Sintaktik darajalarni tasniflash. Qiyoslanayotgan tillarining sintaktik darajalari tipologiyasi

8-mavzu. Qiyoslanayotgan tillarda so'z birikmasi(ibora)lar tipologiyasi

Qiyoslanayotgan tillarda so'z birikmasini tasniflash va ularning tuzilishi. So'z birikmalari komponentlarining o'zaro munosabati.

9-mavzu. Qiyoslanayotgan tillarda gap tipologiyasi.

va uning mazmun tuzilishiga ko'ra turlari. Gapni turlarga ajratish mezonlari. Gaplarni tasniflash. Qiyoslanayotgan turlarda gap turlari.

10-mavzu. Qiyoslanayotgan tillarda leksik birliklar (darajalar) tipologiyasi

leksik tipologiyaning obyekti va maqsadi. Leksik tipologiyaning qiyosiy tipologiya bilan aloqasi . Lingvistikada “лексикон” tushunchasi. Leksik tipologiyaning bo'limlari “leksik maydon” va “domin” tushunchalarining tipologik kategorizatsiyasi

11-mavzu. Qiyoslanayotgan tillarda so'zlarining qiyosiy tahlili

so'z til birligi sifatida .so'zning sintagmatik va paradigmatic munosabatlari . So'zning semantik tasnifi. So'zni tuzulishiga ko'ra turkumlash.

12-mavzu. Qiyoslanayotgan tillarda so'z yasash turlarining qiyosiy tahlili

Lingvistikada so'z yasalishi . Qiyoslanayotgan tillarda so'z yasash turlari. Qiyoslanayotgan tillarda so'z yasalishidagi o'xshashlik va farqlar.

13-mavzu. Qiyosiy tipologiya bilan lingvistikaning antroposentrik yo'nalishi o'rtasidagi munosabatlar.

Antroposentrik paradigmaning paydo bo'lish tarixi. "Kognitiv ilm" atamasining tasnifi. Lingvistikaning yangi yo'nalishlarida tipologiyaning o'rni.

14-mavzu . Qiyoslanayotgan tillarda madaniy "konsept" - tushunchalari

"Konsept"ning qiyoslanayotgan tillarda ifodalanishi.madaniy konseptlarining qiyoslanayotgan tillarda qo'llanilishi va ifodalanishi.

15-mavzu. Qiyoslanayotgan tillarda Gender lingvistikasi tipologiyasi

Til va gender munosabati Gender atamasining xususiyatlari. Ayol va obrazlari xususiyatlari

IV. Seminar mashg'ulotlari bo'yicha ko'rsatma va tavsiyalar

Seminar mashg'ulotlari uchun quyidagi mavzular tavsiya etiladi

1. Qiyosiy tilshunoslik fan sifatida
2. Qiyosiy tipologiyaning klassifikatsiyasi.
3. Qiyosiy tipologiyaning aspektlari.
4. CHet tili va ona tilining fonetik va fonologik tizimlari tipologiyasi
5. CHet tili va ona tilining morfologik tipologiyasi
- 6 CHet tili va ona tilidagi so'z turkumlari klassifikatsiyasi
- 7.Chet tili va ona tilidagi sintaktik tillar tipologiyasi
8. CHet tili va ona tilidagi so'z birikmalari (ibora)lar tipologiyasi.
9. CHet tili va one tilidagi gap tipologiyasi
- 10.CHet tili va ona tilidagi leksik birliklar(arashlar) tipologiyasi.
- 11.Chet tili va ona tilidagi so'zlarning qiyosiy tahlili
- 12.Chet tili va one tilidahi so'z yasaliş turlarining qiyosiy tahlili.
- 13.Qiyosiy tipologiya bilan lingvistikaning antroposentrik yo'nalshi o'rtasidagi munosabatlar .
- 14.Chet tili va ona tilida madaniy "konsept" tushunchasi .
- 15.Qiyoslanayotgan tillarda Gender lingvistikasi tipologiyasi

2.1 Maruza mashg'ulotlari mazmuni

2.1.1. Introduction. Typology as a special branch of linguistics (2 hours)

To acquaint the students with the notions of "typology"

To acquaint the students with the language typology as a special branch of linguistics, to teach the students differentiate languages and language systems

2.1.2. Comparative Typology of Phonological systems of Modern English, Uzbek and Russian (2 hours)

To acquaint the students with the notions of "typology of phonological system", to teach the students use special selective devices to reveal typological systems

of the languages, to teach them differentiate the systems of vowels and consonants of the languages

To acquaint the students with the typology of syllable structures

2.1.3. Comparative Typology of Morphological systems of Modern English, Uzbek and Russian (2 hours)

To acquaint the students with the notions of “morphological level”

To teach the students use the selection of constants to typologize systems of the languages, to teach them different approaches to definition of “part of speech”, to acquaint the students with the notions of “typology of grammatical categories”

2.1.4 Comparative analysis of the Syntactic systems of Modern English, Uzbek and Russian. (2 hours)

To acquaint the students with the notions of “syntactical system”

To teach the students the typologies word-combinations and phrases

To teach them differentiate stock phrases according to certain criteria

To acquaint the students with the notions of “typology of the sentence”

2.1.5. Comparative analysis of the Lexical systems of Modern English, Uzbek and Russian (2 hours)

To acquaint the students with the notions of “typology of lexical systems”

To explain the student the nature of a word as the main typological unit of the lexical system of the language

2.1.6. Methods of comparative typology and notions of a type of a language and a type in a language (2 hours)

Comparative typology establishes similarities and dissimilarities of the compared languages, revealing the interfering role of one language to the other when in contact which is of great importance for the methods of teaching a foreign language

2.1.7. Typology of Super segmental means of Modern English, Uzbek and Russian (2 hours)

To learn languages in comparison to compare along with the other means of the languages their super segmental means such as stress and intonation. By a stress type to understand a stable unity of structural acoustic features, characterizing the given stress as a super segmental phonological means.

2.2 Seminar mashg'uloti mazmuni

2.2.1. Introduction. Typology as a special branch of linguistics (2 hours)

To acquaint the students with the notions of “typology”

To acquaint the students with the language typology as a special branch of linguistics, to teach the students differentiate languages and language systems

2.2.2 Comparative typology of languages and its relations with other branches of Linguistics (2 hours)

To comparison of phraseological systems Modern English, Uzbek and Russian separately, lexical systems of the compared languages studies degree of relationship (kinship) and origin of languages by establishing genetic links between languages compared, main purpose being restoration of the parent language.

2.1.3. Historical typology as one of the periodization of the history of the language (2 hours)

To acquaint students with languages irrespective of their areal, geography and with the purpose of establishing allomorphic (ноyxшаш) and isomorphic (yxшаш) features that is similarities and dissimilarities of the compared languages. The object of analysis in such studies is borrowings, language contacts, language unions, bilingualism, and phenomena of superstratum and substratum etc

2.1.4. The Understanding of universals and their means (2 hours)

To know about universals features that all languages have one parent language they came from (they originated).

To acquaint the students with The object of analysis in such studies is borrowings, language contacts, language unions, bilingualism, and phenomena of superstratum and substratum etc

2.2.5. Comparative Typology of Phonological systems of Modern English, Uzbek and Russian (2 hours)

To acquaint the students with Phonetics physiological aspect of speech sounds, ways of forming, speech sounds and their acoustic features, hence, it learns the physiology and acoustics of phonemes or speech sounds

2.2.6. Typology of Part of speech different approaches done by Aristotel, Aristarkh and etc. (2 hours)

To acquaint the students with approaches done by Aristotel, Aristarkh and other scholars as I.Dombrovsky, A.H.Vostokov. German scholars as J.Brimm, F.Bopp, V.Humboldt, brothers F.Schelegel and A.Shelegel, H.Steintal. F.Mystely. Dutch scholars as R.C.Rask and many others. In this connection we have to establish certain similarities or dissimilarities between the parts of speech of the compared languages both qualitatively and quantitatively.

2.2.7. Comparative analysis of vowel systems of Modern English, Uzbek and Russian (2 hours)

To learn languages in comparison to compare vowel system of the languages their super segmental means such as stress and intonation. By a stress type to understand a stable unity of structural acoustic features, characterizing the given stress as a upper segmental phonological means.

2.2.8. Comparative analysis of consonant systems of Modern English, Uzbek and Russian (2 hours)

To learn languages in comparison to compare consonant systems of the languages syllable formation. By a stress type to understand a stable unity of structural acoustic features, characterizing the given stress as a upper segmental phonological means.

2.2.9. Comparative Typology of Morphological systems of Modern English, Uzbek and Russian (2 hours)

To learn languages in comparison to compare part of speech lexico-grammatical meaning (semantics), form, function, grammatical category (or categories) In this connection we have to establish certain similarities or dissimilarities between the parts of speech of the compared languages both qualitatively and quantitatively

2.2.10. The grammatical categories of gender, pronouns English, Uzbek and Russian (2 hours)

To learn languages in comparison to compare the grammatical categories of gender, pronouns English, Uzbek and Russian languages. Their differences in compared languages to understand a stable unity of structural form of grammatical categories .

2.2.11. Typological category of Case (2 hours)

To learn languages in comparison to compare the grammatical categories of case English, Uzbek and Russian languages. Their differences in compared languages to understand a stable unity of structural form of grammatical categories

2.2.12. Typological category of number (2 hours)

To learn languages in comparison to compare the grammatical categories of number English, Uzbek and Russian languages. Their differences in compared languages to understand a stable unity of structural form of grammatical categories

2.2.13. Typological category of person (2 hours)

To learn languages in comparison to compare the grammatical categories of person English, Uzbek and Russian languages. Their differences in compared languages to understand a stable unity of structural form of grammatical categories

2.2.14. Comparative analysis of the Syntactic systems of Modern English, Uzbek and Russian (2 hours)

To acquaint the students with the notions of “syntactical system”

To teach the students the typologies word-combinations and phrases

To teach them differentiate stock phrases according to certain criteria

To acquaint the students with the notions of “typology of the sentence”

2.2.15. The grammatical categories of Tenses and Aspects English, Uzbek and Russian (2 hours)

To learn the grammatical categories of Tenses and Aspects English, Uzbek and Russian their contrasting differences in the systems of tenses in the languages compared ; The connections with the typological features of the

languages in comparison, which demonstrates their idiomatism, English-an analytical language, Uzbek-agglutinative, Russian-being flexive.

2.2.16. The grammatical categories of Voice English, Uzbek and Russian (2 hours)

To learn the grammatical categories of Voice English, Uzbek and Russian their contrasting differences in the systems of tenses in the languages compared ; The connections with the typological features of the languages in comparison, which demonstrates their idiomatism, English-an analytical language, Uzbek-agglutinative, Russian-being flexive

2.2.17. Comparative analysis of the Lexical systems of Modern English, Uzbek and Russian. (2 hours)

To acquaint the students with the notions of “typology of lexical systems”

To explain the student the nature of a word as the main typological unit of the lexical system of the language, to teach them different approaches to definition of “part of speech”, to acquaint the students with the notions of “typology of grammatical categories”.

2.2.18. The grammatical categories of Mood English, Uzbek and Russian (2 hours)

To learn the grammatical categories of Mood English, Uzbek and Russian their contrasting differences in the systems of tenses in the languages compared ; The connections with the typological features of the languages in comparison, which demonstrates their idiomatism, English-an analytical language.

2.2.19 Methods of comparative typology and notions of a type of a language and a type in a language (2 hours)

To learn languages in comparison to compare deductive (by way of logical calculations), inductive (by way of comparing real facts of language) Studies frequency of language units in speech and their usage for distinguishing certain objects (things, notions, relations etc). As to the level of analysis, we can distinguish certain objects (things, notions, relations etc.)

2.2.20. Typology of Super segmental means of Modern English, Uzbek and Russian (2 hours)

To learn languages in comparison to compare along with the other means of the languages their super segmental means such as stress and intonation. By a stress type to understand a stable unity of structural acoustic features, characterizing the given stress as a upper segmental phonological means.

2.2.21. Comparative analysis of the typological categories of word order in Modern English, Uzbek and Russian (2 hours)

To learn languages in comparison to compare Comparative analysis of the typological categories of word order in Modern English, Uzbek and Russian languages , to teach them different approaches to definition of “part of speech”, to acquaint the students with the notions of “typology of grammatical categories”.

V. Mustaqil ta'lim va mustaqil ishlar

mustaqil o'qish uchun tavsiya etiladigan mavzular

1. Qiyosiy tipologiya tarixi
2. Lingvistik tipologiya yo'nalishlarini aniqlashning asosiy parametrlari ;
3. Genetik va genologik tipologiya
4. Struktural tipologiya va uning tipologiyasi
5. Qiyosiy tipologiya va uning o'ziga hosligi
6. Tilning ifodalanishi va mazmuniga tegishli qiyosiy tipologiya yo'nalishlari ;
7. Tilshunoslikda kategorizatsiya masalasi;
8. Ingliz , o'zbek va rus tillarida ko'plik kategoriyasining tipologiyasi;
9. Tillarning tipologik tasnifi;
10. Tillarning morfologik tasnifi
11. Qiyosiy universiyaliylar;
12. Tilning areal tasnifi;
13. Tillarning geneologik tasnifi;
14. Sementik tipologiya;
15. Sintaksis tipologiya;
16. Qiyosiy tipologiya qiyosiy va madaniy xususiyatlari.

“Qiyosiy tipologiya” fani mustaqil ish mavzulari doirasida ta'limning interfaol metodlari, kommunikativ yondashuvlarga, tayangan holda talabalarni ma'lumotlarini ta'lim jarayonida faollashuvi, mustaqil fikrlashi, fikrini erkin bayon eta olish ko'nikmalarini rivojlantirishga qaratilgan.

Bunga asosan o'qituvchi va talabalarning muammolarning yechimini topish bo'yicha erkin fikr almashishlarini , tanqidiy fikrlashlarini nazarda tutadi. Interfaol metodlarning quyidagi turlaridan keng foydalaniladi:

- guruhli muzokaralar (Group Discussion)
- jamoa loyihalari (Project Work)
- juftliklar b lib topshiriqlarni bajarish (Pair Work)
- yakka holda ma'lum mavzu bo'yicha prazentatsiyalar qilish • (Individual Presentation)
- davra suxbatlarini o'tmazish (Round-Table Discussion)
- insert texnikasi (Insert Technique)
- pinbord texnikasi (Pinboard)
- Keys-sdady (Case-study)
- aqliy hujum (Brainstorming) va hokazo. Tanlangan mavzular bo'yicha namoyishlar (taqdimotlar) tayyorlashuv va guruhlarda muhokama qilish rejalashtiriladi.

REYTING ISHLANMA

№	Виды работ	Количество во	Баллы	Всего баллов
1. Текущий контроль (ЖН)				
1.1	Практические задания (выполнение практических работ по каждой теме, учитывается грамотность)	5	2,5	12,5
1.2	Устные и письменные ответы на вопросы после каждой темы. Учитывается самостоятельность суждения, выводы, заключения информации и конспекты из источников.	5	2,5	12,5
1.3	Тестирование	1	5	5
1.4	Устные и писменные ответы (ТМИ)	3	2	6
1.5	Презентации (ТМИ)	1	3	3
	INTERNET (ТМИ)	2	2,5	5
1.6	Презентации: учитывается творческий подход (CD наглядность, слайды.) (ТМИ)	2	3	6
	JB JAMI			50
3. Промежуточный контроль(ОН)				
2.1	Письменная работа/ Тест	2	10	20
	ON JAMI			20
4. Итоговый контроль (ЯН)				
4.1	(Письменная работа) Тест	3	10	30
ЯБ Jami				30
JAMI	50+20+30=100			100

VI. Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari asosiy adabiyotlar

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3. Аракин В. Д. Сравнительная типология английского и русского языков. 3-изд. М.: 2005.

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1. Riechl Glaudia Maria. Mehrsprachigkeit. Eine Einfuhrung. Darmstadt. 2014.
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3. www.cervantes.es
4. www.lewebpedagogique.com
5. <http://mvestnik.irk.ru>
6. www.clemi.org/fr
7. studentbank.ru 8. www.ziyou/.com
9. Website dedicated to linguistics: www.linguist.org
10. Русский филологический портал: www.philology.ru
11. www.natlib.uz
12. www.dissercat.ru
13. www.nauka.ru
14. www.dissorg.com
15. www.uzscience.uz

Different viewpoints
in typological
classification

Difference between
analytic and
synthetic language
categories

Four types of world
languages due to
morphological
classification

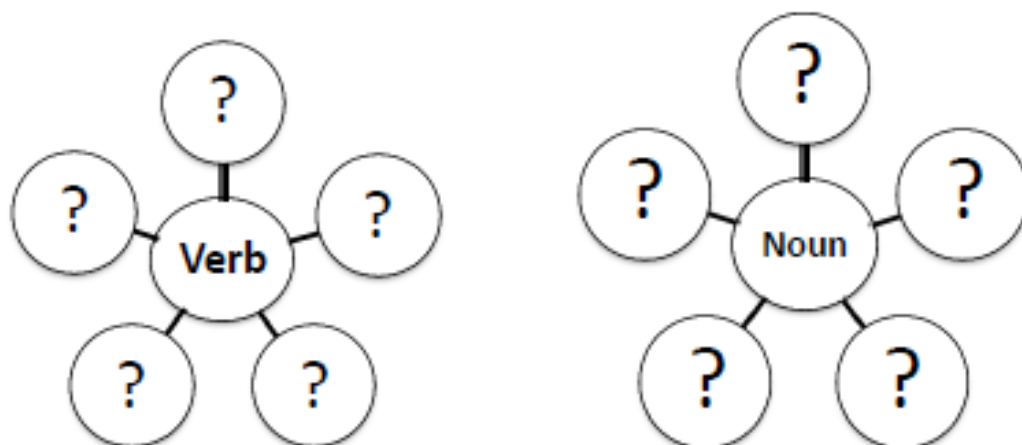
Difference between
agglutinative and
fusional languages

Identifying difference
between isolating and
polysynthetic
languages

Comparison of parts
of speech in
compared languages

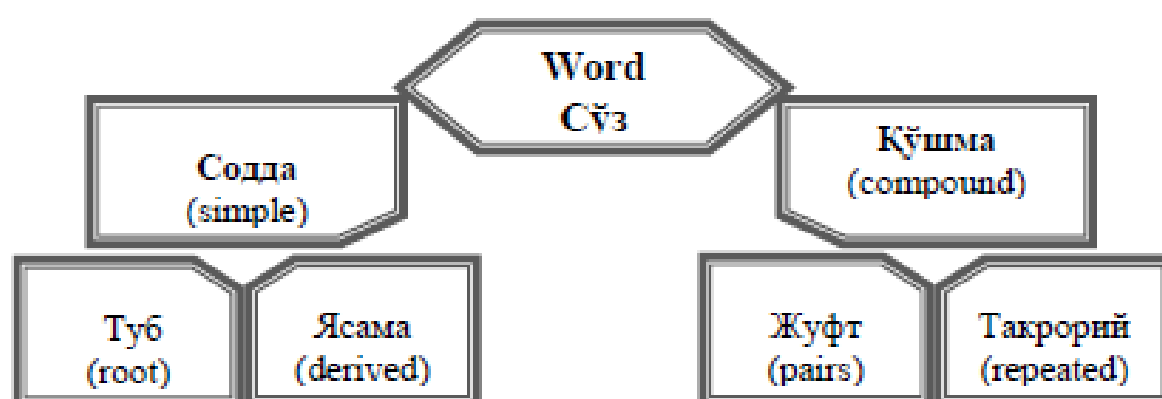
► Home activities

Exercise#3. Brainstorming. Choose one primary part of speech. Clarify its secondary grammatical categories and make a comparison with their Native languages. Find out differences and similarities among them.



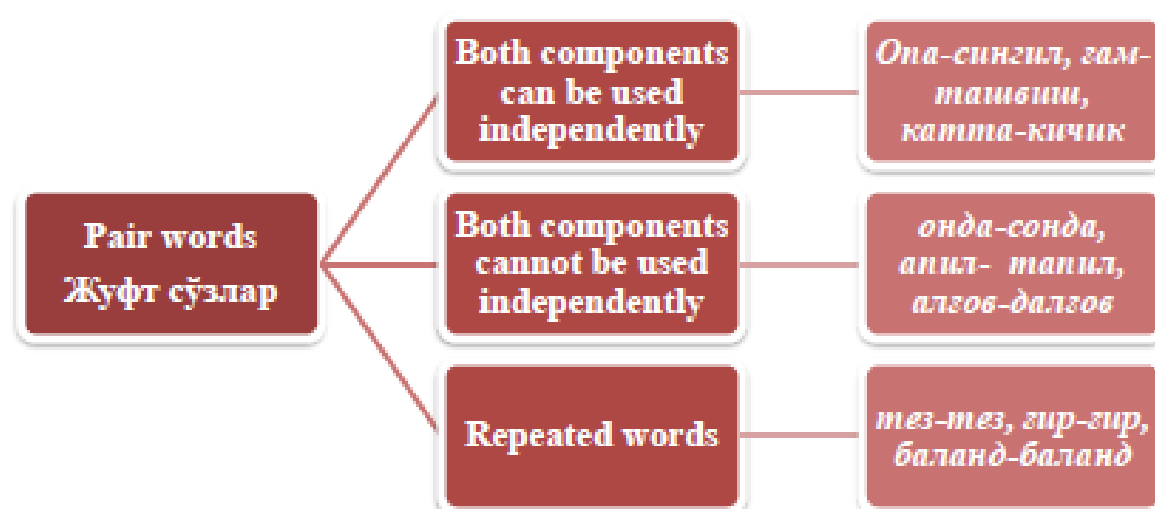
Exercise #4. Answer the questions.

1. What do you understand by Grammatical Categories?
2. What do you know about its subdivisions?
3. Give examples from different languages that you know.



Simple words in Uzbek can be subdivided into root “ўқи”, “келди”, and derived “билим”, “ўлғай”, “серзавқ”.

A distinctive feature of Uzbek language is having the types of words such *pairs* and *repeated* ones which can be formed by a hyphen and give one meaning. Pair words in Uzbek can be formed as followings:



The way of forming English, Uzbek and Russian short compounds are the same. There are three ways of forming short compounds:

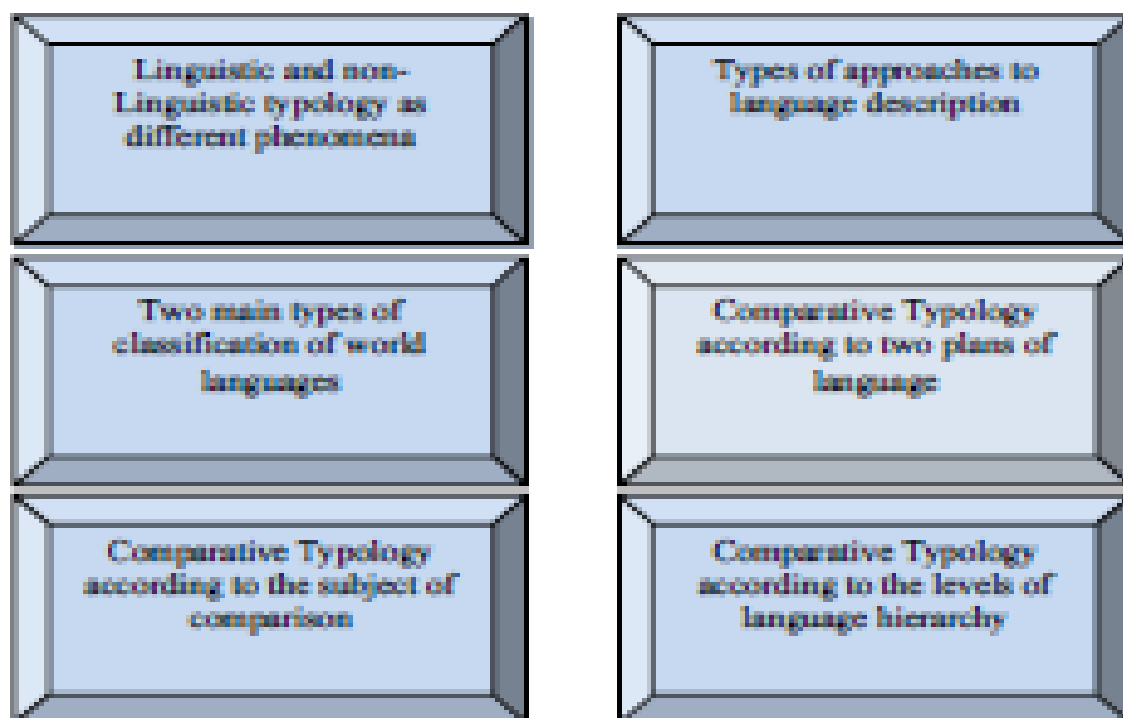
1. The solid or closed form in which two usually moderately short words appear together as one. Solid compounds most likely consist of short (monosyllabic) units that often have been established in the language for a long time. Examples are; housewife, lawsuit, and wallpaper.

Uzbek examples are: сувилон, тоғолча, гултувак.

Russian examples are: водовоз, , сумасшедший.

► Classroom activities

Exercise #1. Round table discussion. Work in six mini groups and discuss these problems. In 10 minutes present your topic, after all, they make an overall conclusion.



Exercise #2. Work in pairs. Discuss your opinions about types of language comparison. Make your own diagram to the following table. Present it to another team and complete it with new ideas.

Ўқув-услубий мажмуа

Ш.Р. Хакимова

Қиёсий типология

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