

**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 fourth year students of 5220100  
Philology and teaching languages Baccalaureate specialty)**

**GULISTAN – 2013**

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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 concret 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 was recommended to print by the decision of the Methodical Teaching Council at Gulistan State University. (August 29, 2013. Protocol No.1)

**Managing editor:** Kh. Tojiev candidate of philological sciences, assistant professor

**Reviewer:** Head teacher E. Hamdamov.

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

**Маъсул муҳаррир:** Филология фанлари номзоди, доцент Х. Тожиев

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

## Authors

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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.

## 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 кўшимчалар 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* машғулот 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 машғулотда 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 ўтказиши, сўхбат, 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;

#### **Яқуний назорат**

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Яқуний 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 яқуний 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 яқуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, яқуний назорат натижалари **бекор қилинади** ҳамда яқуний 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:
- **яқуний 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** (лойихаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **яқуний 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 қўллай 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 мудирини 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:

Rf =

- бу ерда:
  - V – семестрда фанга ажратилган умумий ўқув юклараси (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 тугганидан 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) аъздан 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** кўйилади.
- Талабанинг саралаш балидан **наст** 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 иш** 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 рейтингини 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. Яқуний қоидалар**

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг ҳолислигини 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, мукамал 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

хамда 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 топширигандан 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 консультациялар 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 дафтарига 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 дафтарига 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 мудирини 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 Кенгашининг 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 юритувида 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 кўйиш 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 дарсни 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 юкломаси 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 камайтириш ва қайта ўзлаштирилишини ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар**

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

17. Дарсадаги даволат 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 даволати 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 даволати 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 халакит 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 Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил \_\_ январдаги \_\_ -сонли буйруғи билан қайта тасдиқланган.*

## I. SYLLABUS

# ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди

№ \_\_\_\_\_

«\_\_» \_\_\_\_\_ 20\_\_ й

Ўзбекистон Республикаси  
олий ва ўрта махсус таълим  
вазирлигининг 20\_\_ йил

«\_\_» \_\_\_\_\_ даги  
\_\_\_\_\_ сонли буйруғи  
билан тасдиқланган.



## ҚИЁСИЙ ТИПОЛОГИЯ

ўқув дастури

**Билим соҳаси:**

**100000** – Гуманитар соҳа

**Таълим соҳаси:**

**120000** – Гуманитар фанлар

Таълим йўналишлари:

**5220100** – Филология (инглиз тили)

Тошкент – 2012

## Кириш

Асосий ўрганилаётган тил ихтисослик фани сифатида тили ўрганилаётган мамлакатларнинг бадиий адабиёт намуналарини ўқиш ва мазмунини англаш, даврий матбуот нашрларида баён этилган асосий воқеа-ҳодисалар тўғрисида ўқиб, маълумотга эга бўлиши ҳамда уларни оғзаки сўзлаб бериш, мазмунини ёзма баён этишга ўргатишни кўзда тутилади. Ушбу фандан ўтиладиган амалий машғулотларда матн билан ишлаш асосида талабаларнинг нутқий малакасини ошириш орқали турли хил нутқ услубларини билиб олиш имкониятини ҳосил қилди.

Асосий чет тили, амалий (назарий) фонетика ва грамматика, лексикология, стилистика, қиёсий типология дарсларида талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, қиёсий типология, шунингдек психология, педагогика, методика соҳалари бўйича назарий курсларни ўрганиш жараёнида фойдалана билиши шарт.

### Ўқув фанининг мақсади ва вазифалари

**Ўқув фанининг мақсади** - талабаларда лингвистик, линвокультурологик ва коммуникатив кўникма ва малакаларни шакллантиришдир. Лингвистик компетентлик тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади. Коммуникатив компетентлик нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутди. Муомала (нутқ) вазиятида мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жиҳатдан ўта муҳимдир.

Линвокультурологик компетенция тили ўрганилаётган мамлакатнинг Айни пайтдаги ижтимоий-иқтисодий ва маданий ривожини ва шунга мос тарзда нутқ муомала маданиятини назарда тутди. Асосий чет тили фанининг касбий педагогик мақсади эса ўрганилаётган тилни адаптив даражада конкрет педагогик муомала малакаларини эгаллашни (ўқувчиларнинг интеллектуал фаолиятини бошқариш, нутқ фаолиятини муайян мақсадга йўналтириш, нутқ фаолиятини ташкил этиш, уни назорат қилиш ва ҳ.к.) ўз ичига қамраб олади.

**Фанининг вазифаси** – нутқ амалиёти талабаларнинг мантиқий тафаккурини, чет тилидаги нутқий қобилиятини, хотирлаш турлари, фикрлари, умумнутқий ва умумтаълимий йўриқларни, тил бўйича мустақил ишлаш малакаларини ривожлантиради. Асосий чет тили дарсларида амалий ва назарий грамматика, мамлакатшунослик, лексикология, тил тарихи, стилистика, шунингдек, психология, методика ва бошқа фанларда ўзлаштирган билим ва малакаларни қўлланилиши кўзда тутилади.

**Фан бўйича талабаларнинг билимига, кўникма ва малакасига қўйиладиган талаблар** Асосий ўрганилаётган тил (инглиз тили) ўқув фанини ўзлаштириш жараёнида бакалавр:

- инглиз тилининг морфологик тузилиши ва товуш тизими; ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;

- инглиз тилининг ривожини ва тил доирасидаги асосий экстралингвистик жиҳатдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма-хиллиги;

- мулоқотнинг оғзаки ва ёзма турлари;

- инглиз тилида фикрнинг лисоний ифода қилиш усуллари ва уларнинг нутқ оғзаки ва ёзма шаклларида қўлланилиши қонуниятлари;

- нутқнинг диалогик ва монологик шакллари ҳақида тасаввурга эга бўлиши;

- тилнинг замонавий ҳолати тавсифи, ёзув, графика, орфография, пунктуация, лексик-грамматик туркумлар, сўз тузилиши, бошқа тиллардан сўз кириб келишининг умумий тарихини;

- содда ва кўшма гаплар, сўз бирикмалари синтаксиси, лексика ва ёзма нутқ, диалектал лексиканинг асосий хусусиятлари;

- инглиз тилида сўзловчи шахсларнинг кенг тарқалган кундалик ва касбий вазиятларда сўзлаган нутқини тушуна олиш: эшитилаётган матнлардан (радио, телевидение, видеокассеталар, ДВД) ҳамда илмий матнларни тушуна олиш ва улардан ўзи учун зарур бўлган ахборотни ола билиш;

- матнларни лингвистик жиҳатдан таҳлил қилиш, турли жанрга оид матнларни инглиз тилидан она тилига ва она тилидан инглиз тилига оғзаки ва ёзма таржима қилиш;

- жаҳоннинг турли давлатлари маданияти хусусиятларини қиёслаш, солиштириш ва таҳлил қилиш;

- лисоний ва ўлкашуносликка алоқадор билимларни кенгайтириш ва чуқурлаштириш, коммуникатив кўникмаларини фаоллаштириш учун замонавий инфор­мацион технологиялардан фойдаланиш малака­сига эга бўлиши ва улардан фойдалана олиши;

- инглиз тилидаги ҳозирги адабий шаклида турли хил мураккаблигдаги матнларнинг ёзма таржима қилиш;

- инглиз тилида хорижий мутахассислар билан касбий ва маиший вазиятларда жонли мулоқот олиб бориш;

- ҳар хил мавзу ва матнларни ўқитиш олиб борилаётган тилга суҳбат, нутқ ва маърузаларни оғзаки изчил ва синхрон таржима қила олиш;

- инглиз тили ва ўқитиш олиб борилаётган тилдаги маълумотларни қўллаб аннотация, реферат, маълумотлар тўплаш ва тузиш;

- янги инфор­мацион технологиялардан касбга йўналтирилган мақсадларда фойдалана олиш кўникмасига эга бўлиши зарур.

**Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвий кетма – кетлиги**

Асосий ўрганилаётган тил (инглиз тили) фани айниқса, амалий фонетика ва Амалий грамматика, инглиз адабиёти фанлари билан бевосита боғлиқ бўлиб, ушбу дарсларда талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, қиёсий типология, шунингдек, психология, педагогика, методика фанлари бўйича назарий курсларни ўрганиш жараёнида фойдалана билишлари шарт. Бу инглиз тили фанининг ушбу фанлар билан алоқадорлигини ва мазмуний узвийлигини таъминлайди.

#### **Фаннинг амалиётдаги ўрни**

Хорижий филология таълим йўналиши бўйича бакалавр тайёрлаш босқичининг ажралмас бўғини сифатида асосий ўрганилаётган тил (инглиз тили) умум­касбий Фан ҳисобланиб, талаба-бакалаврларнинг умумий ўрта таълим мактаблари, академик лицейлар ва касб-хунар коллежларида фаолият кўрсатишларига ёрдам беради. Фанни ўқитишда замонавий ахборот ва педагогик технологиялар.

Талабаларнинг асосий ўрганилаётган тил (инглиз тили) фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усуллари­дан фойдаланиш, янги инфор­мацион- педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чат каналлар ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш Интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

#### **Асосий қисм**

#### **Қиёсий типология**

Тилнинг товуш системасини қиёсий-типологик ўрганиш муаммолари. Қиёсий фонетика. Қиёсий фонология. Вокализм ва консонантизм асосий фонологик системалар сифатида. Инглиз ва она тиллари товуш системасининг изоморфик ва алломорфик хусусиятлари. Икки тилнинг фонологик системалари ўртасидаги типологик тафовутларнинг инглиз тили талаффузини эгаллашдаги қийинчиликларни келтириб чиқариши шамда методик хулосалар. Суперсегмент фонемалар. Сўз урғусини таққослаш мезонлари: урғу кўчиш, кўчмаслик шолатлари, асосий ва иккинчи даражали урғу. Инглиз ва она тилларида сўз урғусининг фарқловчи функциялари. Инглиз ва она тилларида ошангнинг асосий тавсифномалари. Иборанинг инвариант ошанг тузилиши сифатида интонама тушунчаси. Бўғинли тузилмалар типологияси. Ҳар иккала тилда унли ва ундошларнинг таркиби бўйича бўғинлар тузилишининг асосий турлари. Фонемаларнинг олд, ўрта ва орқа шолатда жойлашувининг хусусиятлари. Ҳар иккала тилда бўғин доирасида фонемалар бирикишининг асосий шоллари. Ҳар иккала тилда бўғин тузилишидаги изоморфик ва алломорфик ҳодисалар.

Инглиз ва она тиллари морфологик тизимининг типологияси

Ҳар иккала тилдаги морфологик тизимларнинг типологиясини аниқлаш учун зарур бўлган константаларни танлаб олиш тамойиллари. Морфологик тизимни таҳлил қилишдаги ўлчов бирликларининг аниқланиши. Морфологик қатлам бирликларининг икки томонлама жиҳати (маъно ва шакл). Сўз туркумлари. Сўз туркумларини ажратиш қодалари. Асосий сўз туркумлари ва уларнинг таркиби. Иккала тилдаги морфологик тизимнинг асосий типологик фарқлари. Замонавий инглиз тилида аффиксациянинг ривожланганлиги ва ўзбек тилида бир белгилик аффиксал морфемаларининг кўплиги. Ёрдамчи сўзларнинг вазибаларидаги фарқлар. Қиёсланаётган тиллардаги ҳар бир сўз туркумининг асосий грамматик сигналининг таққосланиши. Грамматик категория – морфологик қатламдаги типологик ўхшашлик ва фарқларни ўлчаш бирлиги сифатида.

Алоҳида морфологик категориялар, уларнинг иккала тилдаги типологик тавсифи: келишик категорияси, сон категорияси, род категорияси, замон категорияси, нисбат категорияси, тарз (вид) категорияси, шахс категорияси ва ҳ.к.

### **Сўз бирикмаларининг типологияси**

Сўз бирикмалари турлари тушунчаси. Сўз бирикмаларини турларга ажратиш критериялари. Инглиз ва она тилларида атрибутив сўз бирикмаларининг турлари. Инглиз ва она тилларида объект алоқали сўз бирикмаларининг турлари. Предикатив сўз бирикмалари ва уларнинг турлари. Ҳолли сўз бирикмалари ва уларнинг турлари. Изоморфик ва алломорфик хусусиятлар. Сўз бирикмалари компонентларининг кенгайиш йўлларининг типологияси.

### **Фразеологик бириклар типологияси**

Турғун ва эркин бирикларни фарқлаш муаммоси, уларни фарқловчи белгилар. Турғун бириклар ва уларнинг ҳар хил мезонларга асосан таснифи. Фразеологик бирикларнинг миллийлик хусусияти. Уларнинг маънолари, тузилишига кўра моделлари, лексик таркиби. Қиёсланаётган тилларда изоморфик ва алломорфик хусусиятлар.

### **Гап типологияси**

«Гап» термини тушунчаси. Гапларни турларга бўлиш критериялари. Инглиз ва она тилларида отлашган ва феъллашган гап турлари типологияси. Предикацияни ифодалашнинг типологик йўллари. Атрибуцияни ифодалашнинг типологик йўллари. Инглиз ва она тилларида гаплар типологияси. Изоморфик ва алломорфик хусусиятлар. Қўшма гаплар типологияси. Эргаш гаплар турлари ва уларнинг инглиз ва она тилида мослашуви. Йиғиқ гап бўлаклари турлари ва уларни ўзбек тилида ифодаланиш усуллари. Сўз тартиби. Сўз тартибининг асосий кўринишлари, уларнинг ҳар иккала тилда намоён бўлиши ва омутаносиблик сабаблари.

### **Лексик тизими типологияси**

Сўз тилнинг луғат таркиби бирлиги сифатида. Ўзак ва аффиксал морфемаларнинг иккала тилдаги турлари. Тилнинг лексик тизимида сўз ясовчи морфемаларнинг хусусияти. Суффикслар ёрдамида сўз яшаш. Префикслар ёрдамида сўз яшаш. Сўз яшашнинг бошқа усуллари: қўшма сўзлар, конверсия, аббревиатура. Қўшма сўзларнинг ясалишидаги хусусиятлар. Инглиз тилида конверсия ёрдамида сўз яшаш хусусиятлари. Соф тилга оид ва ўзлаштирилган лексик birlikларнинг ўзаро муносабати ва халқнинг тарихий, иқтисодий ва маданий алоқаларини акс этадиган миллий-маданий хусусиятлари. Лексик birlikлар типологияси. Асосий ва иккинчи даражали лексик birlikларнинг ҳар иккала тилда ўзаро муносабати. Бу воситаларнинг қиёсланаётган тилларда қўлланиш даражаси. Изоморфик ва алломорфик хусусиятлар.



## Working Syllabus

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

“ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ” КАФЕДРАСИ

«Тасдиқлайман»

Ректор \_\_\_\_\_ А. Эминов  
“ \_\_\_\_\_ ” \_\_\_\_\_ 2013 йил

## Қиёсий типология фани бўйича

ИШЧИ ЎҚУВ ДАСТУР

220000 – гуманитар фанлар  
5120100 – Филология ва тилларни ўқитиш (Инглиз тили)

Умумий ўқув соати: 56

Шу жумладан:

Маъруза: 14

Амалий: 42

ТМИ: 22

Гулистон – 2013/2014

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

**Тузувчи: Хакимова Ш.Р.** – ГулДУ Инглиз тили ва адабиёти кафедраси  
ўқитувчиси \_\_\_\_\_ (имзо)

**Такризчи:** Тожиев Х. – ГулДУ Инглиз тили ва адабиёти кафедраси  
доценти \_\_\_\_\_ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2013 йил “\_\_\_” \_\_\_\_\_ даги \_\_\_ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

**Кафедра мудири:**

**Уразбаев Х.**

Фаннинг ишчи ўқув дастури “Филология” факультети Илмий-услубий Кенгашининг 2013 йил “\_\_\_” \_\_\_\_\_ даги “\_\_\_” \_\_\_\_\_ - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий  
Кенгаши раиси:

доц. М.Бойэшонов

Келишилди:

Ўқув ишлари бўйича ректор муовини

доц. Н.Баракаев

## 1. КИРИШ

Инглиз қиёсий типология фанининг мақсади талабалардан инглиз тили типологияси тарихи ва тадқиқотлар ҳақида қисқача маълумот бериш, унинг ўзбек, инглиз, рус тиллардаги қиёсий жиҳатлари, тилларнинг тузилиши ва фарқли жиҳатларони ўрганиш, унинг фонетик, грамматик ва лексик системасининг қиёсий типологик нуқтаи назардан таҳлил этиш ва тушунтириш ҳисобланади.

Инглиз қиёсий типология фани асосий бўғинларидан бўлиб, у нафақат назарий фонетика, назарий грамматика, лексикология фанлар ўртасидаги боғлиқликларни, балки инглиз тили тарихи ҳақида ҳам кенг маълумот беради.

### 1.1 Фаннинг мақсад ва вазифалари

- талабаларда тилдаги ўхшашликлар ва фарқлар, қиёсий типологияни шаклланиши қонуниятлари ҳақида тасаввурни шакллантириш;
- таълим олувчиларнинг умуммаданий ва филологик дунёқарашини кенгайтириш;
- талабаларда филология, хусусан, инглиз филологияси соҳаси бўйича кенгроқ билим, кўникма ва малакаларни шакллантиришга қизиқишни шакллантириш.

Фаннинг вазифалари қаторига талабаларга инглиз тили тарихи давомида рўй берган муҳим фонологик, лексик тизимлар ва грамматик тузилишидаги ўзгаришлар ҳақида тасаввур уйғотиш, ҳамда ушбу ўзгаришларни бошқарувчи сабабалар ўртасидаги боғлиқликларни тушунтириш киради.

Фанни ўзлаштириш давомида талаба:

### 1.2 Фанни ўзлаштирган талабанинг малакавий даражалари

Инглиз тили қиёсий типология фанини ўрганишда бакалавр:

- инглиз тилининг морфологик тузилиши ва товуш тизими; ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;
- инглиз тилининг ривож ва тил доирасидаги асосий экстралингвистик жиҳатдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма-хиллиги;
- Замонавий инглиз тили ривожланиш босқичлари ҳақида;
- фаннинг терминологик аппарати ҳақида тасаввурга эга бўлади.
- Инглиз тили тарихи ва олимлар томонидан қилинган тадқиқотлар ҳақида;
- грамматика соҳасида инглиз тилининг ривожланиш қонуниятлари ҳақида;
- замонавий инглиз тили фонологик тизимининг шаклланишида асосий омил бўлиб хизмат қилган асосий фонетик ўзгаришлар ҳақида;

- инглиз тили луғат бойлигининг ўсишининг асосий манбалари ҳақида билимга эга бўлади.

### 1.3 Фаннинг ўқув режасидаги фанлар билан боғлиқлиги

Инглиз қиёсий типология фани айниқса, ўрганилаётган тил филологиясига кириш, умумий тилшунослик, ўрганилаётган тил назарий фонетикаси ва назарий грамматикаси, лексикология, инглиз адабиёти фанлари билан бевосита боғлиқ бўлиб, ушбу дарсларда талабалар олган билимларини умумий тилшунослик, стилистика, таржима, тил тарихи, шунингдек, психология, педагогика, методика фанлари бўйича назарий курсларни ўрганиш жараёнида фойдалана билишлари шарт. Бу инглиз тили тарихи фанининг ушбу фанлар билан алоқадорлигини ва мазмуний узвийлигини таъминлайди.

### 1.4 Фанни ўқитишда педагогик ва ахборот технологияларидан фойдаланиш

Талабаларнинг инглиз тили қиёсий типологиясини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги информацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий кўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

### Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимооти

Т.р.	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Маъруза	Амалий Машғулот	Лаб-я машғ.
1	Introduction. Typology as a special branch of linguistics.	8	2	6	-
2	Comparative Typology of Phonological systems of Modern English, Uzbek and Russian.	8	2	6	-
3	Comparative Typology of	8	2	6	-

	Morphological systems of Modern English, Uzbek and Russian.				
4	Comparative analysis of the Syntactic systems of Modern English, Uzbek and Russian.	8	2	6	-
5	Comparative analysis of the Lexical systems of Modern English, Uzbek and Russian.	8	2	6	-
6	Methods of comparative typology and notions of a type of a language and a type in a language.	8	2	6	-
7	Typology of Super segmental means of Modern English, Uzbek and Russian	8	2	6	
	<b>ОН</b>				
	<b>ЯН</b>				
	<b>Жами</b>	<b>56</b>	<b>14</b>	<b>42</b>	

#### SEMINARS

№	Мавзулар номи	Режа бўйича ажрати лган хажм	Амалда бажарилиши		Ўқитувчи имзоси
		соатда	соат	сана	
1	Introduction. Typology as a special branch of linguistics.	2			
2	Comparative typology of languages and its relations with other branches of Linguistics	2			
3	Historical typology as one of the periodization of the history of the language	2			
4	The Understanding of universals and their means	2			
5	Comparative Typology of Phonological systems of Modern English, Uzbek and Russian	2			
6	Typology of Part of speech different approaches done by Aristotel, Aristarkhand etc.	2			
7	Comparative analysis of vowel systems of Modern English, Uzbek and Russian	2			
8	Comparative analysis of consonant	2			

	systems of Modern English, Uzbek and Russian				
9	Comparative Typology of Morphological systems of Modern English, Uzbek and Russian	2			
10	The grammatical categories of gender, pronouns English, Uzbek and Russian	2			
11	Typological category of Case	2			
12	Typological category of number	2			
13	Typological category of person	2			
14	Comparative analysis of the Syntactic systems of Modern English, Uzbek and Russian	2			
15	The grammatical categories of Tenses and Aspects English, Uzbek and Russian	2			
16	The grammatical categories of Voice English, Uzbek and Russian	2			
17	Comparative analysis of the Lexical systems of Modern English, Uzbek and Russian.	2			
18	The grammatical categories of Mood English, Uzbek and Russian	2			
19	Methods of comparative typology and notions of a type of a language and a type in a language.	2			
20	Typology of Super segmental means of Modern English, Uzbek and Russian	2			
21	Comparative analysis of the typological categories of word order	2			

## 2. Ўқув материаллари мазмуни

### 2.1 Маъруза машғулоти мазмуни

#### 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 upper segmental phonological means.

## **2.2 Семинар машғулотилари маъмуни**

### **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 (ноуҳшаш ) 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.Humbold, 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 flective.

### **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 flective

### **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”.

### 3. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

#### Талабалар мустақил таълимнинг мазмуни ва ҳажми

Талабаларнинг амалий машғулотларига тайёрланиб келиши ва ўтилган материалларни мустақил ўзлаштиришлари учун кафедра ўқитувчилари томонидан ўқув услубий мажмуалар ишлаб чиқилган, ҳар бир талабага ушбу материаллардан фойдаланиш тавсия этилади.

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, оралиқ ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ОН ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 22 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

- амалий машғулотлар бўйича уй вазифаларни тайёрлаш – 6 соат.
- ҳар бир мавзу бўйича мустақил тарихий аҳамиятга эга матнларни таржима қилиш – 10 соат
- Фан бўйича асосий ва қўшимча адабиётларни шарҳлаган ҳолда қўлёзма реферат тайёрлаш – 6 соат.

Семинар машғулотларда назарий билимлар мавзуга оид савол жавоблар ўтказиш орқали мустаҳкамланади. Инглиз тили тарихи фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир мавзусини мустақил ўрганиши ва ёзма топшириқларни бажариш орқали мустаҳкамлаши зарур.

Қолдирилган дарсларни топшириш учун талаба дарс материални тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур. Қолдирилган ОН ва ЯН лар белгиланган тартиб бўйича топширилади.

#### Талабалар мустақил таълимнинг мазмуни ва ҳажми

(Амалий машғулотлар)

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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	1 – ҳафта	2

<p>2. Comparative analysis of the Vowel systems of Modern English,Uzbek, Russian.</p>	<p>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.</p>	<p>2-ҳафта</p>	<p>2</p>
<p>3. Comparative analysis of the Consonant systems of Modern English,Uzbek, Russian.</p>	<p>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.</p>	<p>3 ҳафта</p>	<p>2</p>
<p>4. Comparative analysis of the Morphological structure of the word in Modern English,Uzbek, Russian.</p>	<p>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.</p>	<p>4-ҳафта</p>	<p>2</p>
<p>5. Comparative analysis of the typological categories of Gender in Modern English,Uzbek, Russian.</p>	<p>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.</p>	<p>5-ҳафта</p>	<p>2</p>
<p>6. Comparative analysis of the typological categories of Case in Modern English,Uzbek, Russian.</p>	<p>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.</p>	<p>6 ҳафта</p>	<p>2</p>

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.	7-ҳафта	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 history 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.		6
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	8 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	8 ҳафта	

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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	9 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	10 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	11 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	12 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	13 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	14 ҳафта	

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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	15 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	16 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	17 ҳафта	
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 changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	18 ҳафта	

#### 4. Рейтинг баҳолаш тизими

##### 4.1. Рейтинг назорати жадвали

№	Вазифа	Сони	Балл	Умумий балл
<b>1. Жорий Назорат (ЖН)</b>				
1.1	Семинар мавзулари ёзма баёни	6	1	6
1.2	Семинар мавзулар оғзаки баёни	6	2	12
1.3	Тест сўрови	1	2	2
1.4	Матн таҳлили (ТМИ)	8	2	16
1.5	Реферат (ТМИ)	1	4	4

	<b>ЖН Жами</b>			<b>50</b>
<b>2. Оралиқ Назорат (ОН)</b>				
<b>2.1</b>	Езма шакли	3	5	15
<b>2.2</b>	Оғзаки шакли	3	5	15
	<b>ОН Жами</b>			<b>30</b>
<b>3. Якуний Назорат (ЯН)</b>				
<b>4.1</b>	Ёзма шакли	3	10	30
<b>ЯБ Жами</b>				<b>30</b>
<b>Жами</b>	<b>40+30+30=100</b>			<b>100</b>

### КУЗГИ СЕМЕСТР

№			Сентябр				Октябрь				Ноябр				Декабр				Январ					
			3-8	10-15	17-22	24-29	2-6	8-13	15-20	22-27	29-3	5-10	12-17	19-24	26-1	3-7	10-15	17-22	24-27	28-10	11-12	14-19	21-26	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			
1	ЖН 40%	Амалиёт		3		3						3							2					20
		Мустак ил таълим	2	2	2	2			2		2			2						4				
2	ОН 30%											15												15
		Мустак ил таълим						5					5									5		
3		ЯН – 30%																					30	30
		<b>Жами</b>	<b>19</b>				<b>32</b>				<b>19</b>												<b>30</b>	<b>100</b>
		<b>Жами Гп бўйича</b>	<b>19</b>				<b>51</b>				<b>70</b>												<b>30</b>	<b>100</b>

**Эслатма:** 6- семестрда ўқитиладиган “Инглиз тили тарихи” фанининг ўқув ҳажми 48 соатни ташкил этганлиги сабабли фан коэффиценти 0.48 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0.48 га кўпайтирилади ва бутунгача яхлитлаб олинади.

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш кўрсаткичлари	41-48	34-40	26-39	<26



## 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 ривожига 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.

### “Инглиз тили тарихи” фанидан талабалар билимини БАҲОЛАШ МЕЗОНИ

#### 1. Жорий назорат

1.1 Семинар мавзулари ёзма баёни, талабаларнинг семинар машғулотларига тайёргарлиги текширилганда улардан семинар мавзусига ёзма равишда тайёргарлик сўралади. Семинарга ёзма тайёргарлик кўришда талабаларнинг асосий ва қўшимча маълумотлардан фойдаланганлиги, интернет маълумотларидан фойдаланганлиги эътиборга олинади ва ҳар бир семинар ёзма баёнига талаба 2 баллгача олиши мумкин. Бунда семинар мавзуси режасидаги тўртта асосий саволнинг ёритилишига 0.5 баллдан берилади.

1.2 Семинар мавзулари оғзаки баёни. Бунда талабалардан семинар мавзусини оғзаки тарзда баён қилиб бериш сўралади. Оғзаки баён қилиш давомида талабаларнинг инглиз тилидаги нутқи, маълумотларнинг тўғри талқин қилиниши, адекват баёнига эътибор қаратилади. Оғзаки баён қилиб беришда талабага 5 та савол берилади. Ҳар бир саволга жавоб 0.5 баллга тенг. Яъни талаба ҳар бир семинар оғзаки баёнида максимал 2.5 балл олиши мумкин.

1.3 Талабалардан семинар машғулотлари давомида 1 та тест топшириғини бажариш сўралади. Ҳар бир тест учун талаба максимал 4 балл олиши мумкин. Тест топшириқлари 40 та муқобил жавобга эга тест саволларига жавоб бериш сўралади. Ҳар бир тўғри жавоб 0.1 баллга тенг.

1.4 Реферат тайёрлаш. Машғулотлар давомида талабалардан реферат тайёрлаш сўралади. Реферат мавзуси семинар машғулотларида ва маъруза машғулотларида қисман ўрганилган мавзу юзасидан тайёрланади. Реферат мавзуси талабаларга биринчи семинар машғулотда берилади. Рефератнинг тайёрланишига яъни расмийлаштириш қоидаларига амал қилинганлиги, унга тайёрланган тақдимотнинг мослиги ва оғзаки тарзда ҳимоя қилиб берилиши баҳоланади. Рефератнинг расмийлаштирилишига максимал 1 балл ва ҳимояси учун максимал 3 балл қўйилади. Агар талаба реферат тақдимотини ўтказишга тайёр бўлмаса талабадан реферат асосида 4 та саволга жавоб бериш сўралади. Ҳар бир тўғри жавоб максимал 1 баллга тенг.

## **2. Оралиқ назорат**

Оралиқ назорат ёзма шакли 3 та саволдан иборат бўлиб, ҳар бир саволга берилган ёзма жавобга талаба максимал 5 балл олиши мумкин.

Ҳар бир савол жавоби учун 5 баллдан қўйилади. Ҳар бир саволга берилган жавобдаги битта хато 1 баллга тенг.

ОН олишда талабалардан шунингдек мустақил иш топшириш ҳам сўралади. Мустақил иш сифатида ОНга белгиланган мавзуларни айтиб беришга тайёрлаб келиш сўралади. Бунда оғзаки жавобга максимал 5 балл қўйилади.

## **3. Якуний назорат**

Якуний назорат 3 та топшириқдан иборат бўлиб, ҳар бир топшириқ 5 тадан саволни ўз ичига олади. Якуний назоратга максимал 30 балл қўйилиши мумкин.

Ҳар бир топшириқ жавоби учун 10 баллдан қўйилади. Ҳар бир саволга берилган жавобдаги битта хато 1 баллга тенг. Бундан келиб чиқадики, талаба саволга ёзма жавоб беришда 4 хатога йўл қўйса, ўша саволга берилган жавоб 6 балл билан баҳоланади.

## **5. ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТ**

### **5.1 АСОСИЙ АДАБИЁТЛАР**

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусхаси
1.	Ж.Буронов. Сравнительная типология английского и тюркских языков М., 1983	

2.	Аракин В.Д. Сравнительная типология английского и русского языков.– Л.,2002.	
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## 5.2. ҚЎШИМЧА АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, хажми	Кутубхонада мавжуд нусхаси
1.	Бурунов Ж.Б. инглиз ва узбек тилларининг киёсий грамматикаси. Т. 1973 80-стр.	
2.	Ж. Бурунов типологические категории и сравнительные изучения языков АДД 1979 М	
3.	Афанасьева О.В., Резвцова М.Д.,Самохина Т.С. Сравнительная типология английского и русского языков (практикум).– М.,2000.	
4.	Бурлак С.А. Сравнительно- историческое языкознание: Учебник для студентов высших учебных заведений.– М.,2005.	
5.	Вардуль И.Ф. Понятие универсалий и лингвистической типологии// Языковые универсалии и лингвистическая типология.– М.,1969	
6.	Виноградов В.А. Методы типологии//Общее языкознание. Методы лингвистических исследований. – М.,1973.С.224-257.	
7.	Гак В.Г. сравнительная типология французского и русского языков М. 1975	
8.	Юсупов У.К. Проблемы сопоставительной лингвистики Т., 1981	

## TECHNOLOGY OF EDUCATION

### SESSION 1. Introduction. Typology as branch of linguistics.

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<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"> <li>- To acquaint the students with the notions of “typology”</li> <li>- To acquaint the students with the language typology as a special branch of linguistics</li> <li>- To teach the students differentiate languages and language systems</li> </ul>
<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"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

## SESSION 2. Comparative typology of languages and its relations with other branches 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>	<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 (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"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

## SESSION 3. 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>
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<i>Type and form of session</i> ( <i>Машигулот тури ва шакли</i> )	Lecture (visual type)
<i>Lecture plan / structure of session</i> ( <i>Маъруза режаси / машигулот тузилиши</i> )	-To acquaint the students with the comparison of phraseological systems Modern English, Uzbek and Russian - 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.
<i>Aim of the lesson</i> ( <i>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</i> ( <i>Педагогик вазифалар</i> ): <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари</i> : <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<i>Methods of education</i> ( <i>Таълим усуллари</i> )	Visual Slide (Power Point materials) presentation
<i>Form of education</i> ( <i>Таълим шакли</i> )	Lecture
<i>Educational aids</i> ( <i>Таълим воситалари</i> )	“Сравнительная типология английского и русского языков” В.Д.Аракин, Ж.Б.Буранов
<i>Place of education</i> ( <i>Таълим бериш шароити</i> )	Lecture room

#### SESSION 4. The Understanding of universals and their means

<i>Time</i> ( <i>Ажратилган соат</i> ): 2 hours	<i>Number of students</i> ( <i>Талабалар сони</i> ): 60
<i>Type and form of session</i> ( <i>Машигулот тури ва шакли</i> )	Lecture (visual type)
<i>Lecture plan / structure of session</i> ( <i>Маъруза режаси / машигулот тузилиши</i> )	- 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 (Маишулот 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"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

### **SESSION 5. Comparative Typology of Phonological systems of Modern English, Uzbek and Russian English, Uzbek and Russian**

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<i>Type and form of session (Маишулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маишулот тузилиши)</i>	<ul style="list-style-type: none"> <li>- To acquaint the students with the notions of “typology of phonological system”</li> <li>- To teach the students use special selective devices to reveal typological systems of the languages</li> <li>- To teach them differentiate the systems of vowels and consonants of the languages</li> <li>- To acquaint the students with the typology of syllable structures</li> </ul>

<i>Aim of the lesson (Машигулот 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"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

## SESSION 6.

### Typology of Part of speech different approaches done by Aristotel, Aristarkh and etc.

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<i>Type and form of session (Машигулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машигулот тuzилиши)</i>	- 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 (Машигулот 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>	<i>Ўқув фаолияти натижалари:</i>
<ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

## SESSION 7.

### Comparative analysis of vowel systems of Modern English, Uzbek and Russian

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<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"> <li>To acquaint the students with the comparative analysis of vowel systems of Modern English</li> <li>To acquaint the students with the language typology as a special branch of linguistics</li> <li>To teach the students differentiate languages and language systems</li> </ul>
<i>Aim of the lesson (Машигулот мақсади):</i>	<ul style="list-style-type: none"> <li>- To provide students with information about the comparative analysis of vowel systems of Modern English</li> </ul>

<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

### **SESSION 8. Comparative analysis of consonant 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>	<ul style="list-style-type: none"> <li>To learn languages in comparison to compare consonant systems of the languages syllable formation.</li> <li>To teach the students use special selective devices to reveal typological systems of the languages</li> <li>To teach them differentiate the system of consonants of the languages</li> <li>To acquaint the students with the typology of syllable structures</li> </ul>
<i>Aim of the lesson (Машигулот мақсади):</i>	<ul style="list-style-type: none"> <li>-To provide students with information about the system of consonants of the languages and syllable structures</li> </ul>

<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

### **SESSION 9. Comparative Typology of Morphological systems of Modern English, Uzbek and Russian**

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<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>	<p style="text-align: center;">-To learn languages in comparison to compare part of speech lexico-grammatical meaning (semantics), form, function, grammatical category (or categories)</p> <p style="text-align: center;">- 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 (Маиғулот мақсади):</i>	-To provide students with information about morphological level, constant, typology of the parts of speech.

<i>Pedagogical tasks (Педагогик вазифалар):</i>	<i>Ўқув фаолияти натижалари:</i>
<ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

### **SESSION 10. The grammatical categories of gender, pronouns English, Uzbek and Russian**

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<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 style="text-align: center;">-To learn languages in comparison</p> <p style="text-align: center;">- 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>	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

### SESSION 11. Typological category of Case

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<i>Type and form of session (Машигулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машигулот тuzилиши)</i>	- To acquaint the students with 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
<i>Aim of the lesson (Машигулот мақсади):</i>	-To provide students with information about the grammatical categories of case English, Uzbek and Russian languages.
<i>Pedagogical tasks (Педагогик вазифалар):</i>	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>

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

### Session 12 Typological category of number

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маишулот тузилиши)</i>	<p>-To acquaint the students with the the grammatical categories of number English, Uzbek and Russian languages. Their differences in compared languages</p> <p>-To understand a stable unity of structural form of grammatical categories</p>
<i>Aim of the lesson (Маишулот мақсади):</i>	-To provide students with information about the grammatical categories of number English, Uzbek and Russian languages. differences in compared languages
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>

<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

### Session 13 Typological category of Person

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маишулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маишулот тузилиши)</i>	<ul style="list-style-type: none"> <li>- To learn languages in comparison to compare the grammatical categories of person English, Uzbek and Russian languages. Their differences in compared languages</li> <li>- To understand a stable unity of structural form of grammatical categories</li> </ul>
<i>Aim of the lesson (Маишулот 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"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

### **Session 14 Comparative analysis of the Syntactic systems of Modern English, Uzbek and Russian**

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<i>Type and form of session (Маишулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маишулот тuzилиши)</i>	<ul style="list-style-type: none"> <li>- acquaint the students with the notions of “syntactical system”</li> <li>- To teach the students typologize word-combinations and phrases</li> <li>- To teach them differentiate stock phrases according to certain criteria</li> <li>- To acquaint the students with the notions of “typology of the sentence”</li> <li>-</li> </ul>
<i>Aim of the lesson (Маишулот мақсади):</i>	<ul style="list-style-type: none"> <li>- -To provide students with information about the notions of “syntactical system”</li> </ul>
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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



## Session 15 The grammatical categories of Tenses and Aspects 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 тuzилиши)</i>	<p>- To acquaint the students with the grammatical categories of Tenses and Aspects English, Uzbek and Russian their contrasting differences in the systems of tenses in the languages compared ;</p> <p>- To acquaint the students with the typological features of the languages in comparison, which demonstrates their idiomatism, English-an analytical language, Uzbek-agglutinative, Russian-being fleective.</p>
<i>Aim of the lesson (Маиғулот мақсади):</i>	-To provide students with information about the grammatical categories of Tenses and Aspects English, Uzbek and Russian their contrasting differences
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

## Session 16 The grammatical categories of Voice 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 тuzилиши)</i>	<p>- To acquaint the students with the grammatical categories of Voice English, Uzbek and Russian their contrasting differences in the systems of tenses in the languages compared ;</p> <p>-To acquaint the students with the connections with the typological features of the languages in comparison, which demonstrates their idiomatism, English-an analytical language, Uzbek-agglutinative, Russian-being flective</p> <p>-</p>
<i>Aim of the lesson (Машигулот мақсади):</i>	-To provide students with information about the grammatical categories of Voice English, Uzbek and Russian their contrasting differences in the systems
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

**Session 17 Comparative analysis of the Lexical 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"> <li>- To acquaint the students with the notions of “typology of lexical systems”</li> <li>- To explain the student the nature of a word as the main typological unit of the lexical system of the language</li> </ul>
<i>Aim of the lesson (Маиғулот мақсади):</i>	<ul style="list-style-type: none"> <li>- -To provide students with the information about notions of “typology of lexical systems”</li> </ul>
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

### **Session 18 The grammatical categories of Mood 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"> <li>-To learn the grammatical categories of Mood English, Uzbek and Russian their contrasting differences in the systems of tenses in the languages compared ;</li> <li>-To acquaint the students with the</li> </ul>

	connections of typological features of the languages in comparison, which demonstrates their idiomatism, English-an analytical language.
<i>Aim of the lesson (Машигулот мақсади):</i>	-To provide students with information about grammatical categories of Mood English, Uzbek and Russian their contrasting differences in the systems of tenses in the languages compared
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

### **Session 19 Methods of comparative typology and notions of a type of a language and a type in a language**

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<i>Type and form of session (Машигулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машигулот тuzилиши)</i>	- 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

	<p>language units in speech and their usage for distinguishing certain objects (things, notions, relations etc).</p> <p>-To learn the level of analysis, which distinguish certain objects (things, notions, relations etc</p>
<i>Aim of the lesson (Машигулот 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"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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

## Session 20 Typology of Super segmental means of Modern English, Uzbek and Russian

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<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 other means of the languages their super segmental means such as stress and intonation.</p> <p>-To acquaint the students with the a</p>

	stress type to understand a stable unity of structural acoustic features, characterizing the given stress as a upper segmental phonological means.
<i>Aim of the lesson (Машигулот 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"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English language</li> </ul>
<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
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### **Session 21 Comparative analysis of the typological categories of word order in Modern English, Uzbek and Russian**

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<i>Type and form of session (Машигулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / машигулот тuzилиши)</i>	<p style="text-align: center;">- To acquaint the students with the Comparative analysis of the typological categories of word order in Modern English, Uzbek and Russian languages</p> <p style="text-align: center;">- To teach them different</p>

	<p>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 (Машизулот 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"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• 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.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of compared languages on the main tendencies of development of the English language</li> </ul>
<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

## COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

### Monophthongs

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

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 [o] 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 [ɜr] 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 оралик 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. Abduazizov.
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. Aerial 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. Areal 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. Область современной типологии, занимающаяся изучением дедуктивных и индуктивных универсалий ...

- а) универсология
- б) сравнительная типология
- в) частная типология

2. Какое из лингвистических направлений занимается установлением степени родства языков и языковых явлений:

- а) сравнительно-типологическое языкознание,
- б) сравнительно-историческое языкознание,
- в) ареальное языкознание.

3. Объектом исследований какого лингвистического направления могут быть только родственные языки?

- а) сравнительно-исторического языкознания,
- б) ареального языкознания,
- в) сравнительно-типологического языкознания.

4. Какие языки разграничивает В. Гумбольдт по способу выражения значений морфологических категорий? В чем состоят их отличия друг от друга?

5. Задачей конфронтативной типологии является:

- а) установление степени родства сравниваемых языков,
- б) восстановление гипотетического языка-основы,
- в) выявление общих и индивидуальных черт любых языков, а также представленных в них универсалий,
- г) сравнение языков независимо от степени их родства для определения в них общих элементов, имеющих в них в результате воздействия одного языка на другой.

6. Что относится к основным понятиям конфронтативной типологии:

- а) тип,                    б) эталон,                    в) универсалия,                    г) фреквенталии

7. Эталон – это

- а) один из сравниваемых языков, на фоне которого проводится сравнение;
- б) все то, что встречается в сопоставимых языках.

8. Английский язык относится к языкам

- а) с вокалической фонологической подсистемой,
- б) с консонантной фонологической подсистемой.

9. Что предполагает качественная оценка фонологических подсистем?

10. Какой подход используется при выявлении средств выражения некоторого грамматического значения?

- а) семасиологический
- б) ономасиологический

11. Какой типологический параметр определяется отношением *согласные – гласные*?

12. Какая типологическая характеристика связана с количеством гласных в тексте и с его консонантной насыщенностью?

13. Многие сочетания звуков не встречаются внутри корня, но могут возникать на стыке корня и аффикса или на стыке слов. С какими разделами грамматики связан в данном случае такой типологический признак, как сочетаемость звуков?

- а) с морфологией
- б) с синтаксисом

14. Приведите примеры сочетаний гласных на стыке слов, морфем и внутри морфемы из русского и немецкого языков.

15. Приведите примеры сочетаний согласных в начальной, срединной и конечной позиции. В чем состоит отличие сочетаемости согласных в русском и английском языках?

16. Какая редукция гласных свойственна русскому языку, какая – английскому?

- а) качественная
- б) количественная

1. Какие изменения согласных наблюдаются в русском языке, какие – в английском?

- а) регрессивная ассимиляция по глухости
- б) регрессивная ассимиляция по звонкости
- в) прогрессивная ассимиляция по глухости
- г) ассимиляция зубных перед переднеязычными
- д) смягчение твердых согласных перед гласными переднего ряда
- е) ассимиляция согласных по мягкости
- ж) ассимиляция согласных по твердости

17. Какие принципы используются в английской орфографии?

- а) фонетический
- б) фонематический
- в) традиционный
- г) дифференцирующий
- д) слоговой
- е) морфологический
- ж) синтаксический
- з) символический
- и) позиционный

18. В каком языке (немецком или русском) ударение считается динамичным?

19. Ударение в английском языке

- а) свободное
- б) несвободное
- в) подвижное
- г) неподвижное

19. Какую функцию выполняет ударение в английском и русском языках? Приведите примеры.

- а) форморазличительную
- б) качественноразличительную

в) лексеморазличительную

20. При сопоставлении фонологических подсистем разграничивают:

- а) фонематическую парадигматику
- б) фонетическую комбинаторику
- в) фонематическую синтагматику
- г) фонематическую трансформатику

21. Чем занимается фонематическая парадигматика?

22. Назовите недостающее понятие, относящееся к фундаментальным понятиям фонологической системы языка: фон – свободный факультативный вариант – конститутивные коррелятивные признаки – функциональная нагруженность фонем – фонема – конститутивные некоррелятивные признаки.

23. Назовите конститутивный коррелятивный признак в русском и немецком языках.

24. Какие признаки не выполняют смысловозначительную функцию и относятся к норме языка?

- а) конститутивные коррелятивные
- б) конститутивные некоррелятивные

25. Назовите три вида соотношений исходя из фонематических признаков, участвующих в данном языке в образовании фонем.

26. Кто считал [pf] и [ts] монофонемами?

- а) Г. Майнхольдт
- б) Н. С. Грубецкой
- в) Э. Шток

27. Состав грамматических классов слов в русском и английском языках:

- а) полностью совпадает
- б) характеризуется небольшими различиями.
- в) Подтвердите свое мнение.

28. Дайте определение следующему понятию «грамматическая категория». Назовите основные ей составляющие. Отметьте отличия между инвентарем грамматических категорий в русском и немецком языках.

29. Согласны ли вы с следующими высказываниями. Если да, то ставьте +, если нет –.

- а) Категория грамматического рода существительных в обоих языках трехчленна.
- б) И в русском, и в немецком языках категория грамматического рода не трехчленна, поскольку спорен вопрос о включении плюралиатантум в её состав.
- в) В русском языке категория одушевленности / неодушевленности связана с морфологией и обнаруживает себя в склонении существительных.
- г) В английском языке категория одушевленности / неодушевленности связана с морфологией и обнаруживает себя в употреблении местоименных наречий.

30. Дайте определение таким понятиям, как «синтетизм» и «аналитизм».

31. К синтетическим средствам выражения грамматического значения относятся:

- а) служебные слова
- б) внутренняя флексия
- в) супплетивизм
- г) окончания согласуемых определений



д) суффиксация

32. Что понимается под нулевым склонением?

33. Грамматический плеоназм – это

а) если грамматическое значение проявляется в совокупности маркированных однородных форм;

б) если грамматическое значение проявляется при одновременном использовании синтетического и аналитического способов;

в) если грамматическое значение проявляется неоднократно при помощи аналитического способа.

34. В каком случае между элементами грамматических классов слов возникают конверсные отношения? Чем они сопровождаются?

35. Какая разновидность конверсии наблюдается в следующих примерах:

а) второе

б) стон – стонать

в) das Beste

г) служащий

36. Наибольшее количество примеров конверсных отношений в обоих языках можно обнаружить между:

а) прилагательными,

б) существительными,

в) глаголами.

37. Согласны ли вы с следующими высказываниями. Если да, то ставьте +, если нет –.

а) В обоих языках категория грамматического рода является классифицирующей.

б) Категория рода имеет в обоих языках семантическое обоснование.

в) В большинстве случаев принадлежность к определенному роду не обусловлена никакими свойствами денотатов, обозначаемых неодушевленными существительными.

г) Между русским и английским языками существует различие в маркировке принадлежности к грамматическому роду.

д) Категория рода связана с образованием множественного числа и типом склонения.

е) Маркеры грамматического рода могут выполнять различительную функцию при омонимичных основах только в немецком языке.

ж) В русском и английском языках формы единственного и множественного числа дифференцированы схожим способом.

з) Категория рода не связана с категорией числа.

и) Категория падежа в обоих языках структурирована одинаковым образом.

к) В немецком и русском языках падежи маркируются флексиями.

38. В русском языке грамматический род маркируется:

а) исходом основы

б) суффиксом

в) артиклем

г) флексией

д) окончанием согласуемого определения

39. У неизменяемых существительных значение единственного или множественного числа выявляется:

а) аналитическим способом

б) синтаксическим способом

в) в контексте

40. В обоих языках разграничивают:

а) притяжательное склонение

б) нулевое склонение

в) субстантивное склонение

г) адъективное склонение

42 Определите тип склонения:

- а) Tages                      в) дядя                      д) Hirt                      ж) dem Jahre  
б) сирота                      г) Lampe                      е) новость                      з) племя

43 Адъективный тип склонения в немецком языке предполагает:

- а) именную парадигму                      б) местоименную парадигму

44 К неполнозначным глаголам относят:

- а) вспомогательные                      г) копулятивные  
б) фазовые                      д) модальные  
в) функциональные

45. Согласны ли Вы со следующими высказываниями. Если да, то ставьте +, если нет –.

- а) Составы вспомогательных глаголов в русском и английском языках совпадают.

46. Основными средствами для передачи залоговых значений в английском языке служат ...

- а) морфологические формы Aktiv и Passiv

- б) морфологические формы Passiv

- в) причастие I, II

47. Для какого языка характерна относительная строгость порядка слов?

- а) для русского

- б) для английского

48. В русском языке модальные глаголы представлены следующими единицами ...

- а) мочь, хотеть, долженствовать

- б) хотеть, долженствовать

- в) хотеть, мочь

49. Грамматико-лексическим средством передачи падежных значений в немецком и русском языках являются ...

- а) предлоги

- б) союзы

- с) наречия

50. Русским формально-безличным односоставным предложениям в английском языке соответствуют:

- а) двусоставные конструкции;

б) односоставные предложения;

в) небольшое количество формально-безличных односоставных и двусоставные конструкции.

51. К ведущим способам создания актуального членения высказывания в немецком и русском языках относят:

а) артикль, порядок слов;

б) артикль, порядок слов, интонация;

в) порядок слов, интонация.

52. Для большинства английских безличных и неопределенно-личных предложений характерны:

а) двусоставность и номинативность

б) двусоставность и односоставность

53. Для английского языка характерна тенденция к препозиции согласованных и постпозиции несогласованных определений. Справедливо ли это утверждение?

а) да

б) нет

54. Грамматическая нерелевантность ... русского предложения является источником устойчивой интерференции при обучении русскоязычных учащихся английскому языку.

55. Русский язык характеризуется относительной свободой в расположении распространенных ...

56. Глагольная связка является облигаторной в ... языке.

57. Для какого языка характерна меньшая развитость обособленных оборотов?

а) для английского

б) для русского

58. Для какого языка характерна значительно большая склонность к трансформациям придаточных предложений?

а) для русского

б) для английского

59. Для какого языка характерна относительная строгость порядка слов?

а) для русского

б) для английского

60. Ведущие способы словообразования в английском языке:

а) аффиксация и словосложение

б) аббревиация и словосложение

61. В сфере русского словообразования преобладает:

а) префиксация

б) суффиксация

62. Несовпадение выбора признака для наименования денотата в английском и русском языках является источником ... ошибок при обучении английскому языку.

63. Всегда ли совпадает семантический объем семантически соотносимых слов в английском и русском языках?

а) всегда

б) не всегда

64. Для фразеологической системы какого языка характерен преимущественно метафорический способ переосмысления слов и словесных комплексов у имен существительных?

а) английского

б) русского

65. Для фразеологической системы английского языка характерно тяготение к комбинаторике и варьированию образов. Справедливо ли это утверждение?

а) да

б) нет

66. Существенным словообразовательным отличием английской фразеологической системы является наличие ... в качестве субстантивных единиц.

67. Какая группа фразеологии носит интернациональный характер и не представляет методической проблемы в преподавании английского языка?

а) исконные фразеологизмы

б) заимствованные

в) кальки

г) полукальки

68. В каком языке словосложение более продуктивно?

а) в русском

б) в английском

69. Для какого языка характерна более значительная развитость относительного времени?

а) для английского

б) для русского

70. Каков характер категории определенности в русском языке?

а) грамматический

б) лексический

## 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" ?
16. What is the meaning of "Unique features" ?
17. Can you explain the notion "type"
18. How many types are there in typological investigations ?
19. Can you define general typology and SPECIAL TYPOLOGY ?
20. What does the structural typology learn ?
21. How many methods of Comparative typological analysis do you know ?
22. What do you know about the birth of Comparative typological studies ?
23. Who is the founder of comparative typological Linguistics in the XI century
24. What approaches do you know (to the language types) ?
25. What is morphological classification ?
26. What is syntactical classification ?
27. Who wrote the book "Devony Lugotut Turk" ?
28. How many parts does this book include ?
29. Did Qoshgary study comparative typology ?
30. What Turkish tribes did Qoshgary describe in his book ?
31. Do you know the origin of the word "Uzbeks" ?
32. Who were the early scholars in Russia ?
33. Who studied typology in Germany ?
34. What do you know about modern typological studies ?
35. What did Domborsky study ?
36. What does Prof. Buranov's work include ?
37. What do you know about prof. Yunusov's work ?
38. What does his method include ?
39. Who studied Slavonic Languages ?

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

**Контрольная работа по курсу «Сравнительная типология русского и английского языков». 1 вариант**

Укажите основные различия в предмете исследования и методологии лингвистической типологии от области исследования универсалии.

2. Перечислите основные типы языков согласно морфологической классификации В.Ф.Гумбольдта, указав не менее двух характеристик языка каждого типа. К какому типу относятся русский и английский языки? Почему?
3. Охарактеризуйте представленные ниже универсалии:
  - а) есть языки без фрикативных согласных, но не существует языков без взрывных;
  - б) местоимения существуют во всех языках и различают при этом три лица;
  - в) если глагол согласуется с косвенным объектом, то он согласуется и с прямым объектом.
4. Перечислите не менее двух универсальных и специфичных для русского и английского языка явлений фонологической системы гласных. Аргументируйте ответ примерами.
5. Определите класс морфем, составляющих следующие слова: original, has written, children; проблема, нечленимые, присоединятся.
6. Перечислите основные синтетические способы образования грамматических значений слов в английском и русском языках. Приведите примеры.
7. Проанализируйте основные критерии, которые принимаются во внимание при определении части речи в современном английском языке. Аргументируйте ответ примерами.
8. Обозначьте основные отличия в сущности грамматической категории падежа в системе имени существительного в русском и английском языках.
9. Докажите аналитический характер грамматических форм в системе сравнения английского и русского имени прилагательного.
10. Обозначьте схожие и различные черты в грамматической категории вида в системе русского и английского глагола.

**Контрольная работа по курсу «Сравнительная типология русского и английского языков». 2 вариант**

1. Укажите основные различия в предмете исследования и методологии лингвистической типологии от области исследования сравнительно-исторического языкознания.
2. Перечислите основные типы языков согласно морфологической классификации В.Гумбольдта, указав не менее двух характеристик языка каждого типа. К какому типу относятся русский и английский языки? Почему?
3. Охарактеризуйте представленные ниже универсалии:
  - а) существуют языки, в которых отсутствуют слоги, начинающиеся с гласных, но нет языков, в которых отсутствовали бы слоги, начинающиеся с согласных;
  - б) если язык имеет категорию рода, то он обязательно имеет и категорию числа;
  - в) в истории любого языка утрата противопоставления глухих и звонких согласных в конце слова происходит не позже, чем утрата этого противопоставления в позиции между гласными,
4. Перечислите не менее двух универсальных и специфичных для русского и английского языка явлений фонологической системы согласных. Аргументируйте ответ примерами.
5. Определите класс морфем, составляющих следующие слова: (it) belongs, is doing, unimportant; функционируют, применительно, машиностроение.
6. Перечислите основные способы образования грамматических значений слов в английском языке. Отметьте, какие из них являются продуктивными, а какие непродуктивными в современном английском языке. Приведите примеры?



7. Проанализируйте основные критерии, которые принимаются во внимание при определении части речи в современном русском языке. Аргументируйте ответ примерами.
8. Обозначьте основные отличия в сущности грамматической категории рода в системе имени существительного в русском и английском языках.
9. Докажите аналитический характер форм *(I) am going, (He) has gone, (They had been running)* в системе английского и русского глагола.
10. Обозначьте схожие и различные черты в грамматической категории времени в системе русского и английского глагола.
6. Перечислите основные характеристики аналитического способа образования грамматических значений слов. Приведите примеры из русского и английского языков. Является ли этот способ продуктивным? Аргументируйте свой ответ.
7. Укажите основные критерии, которые принимаются во внимание при определении части речи в современном русском и английском языках. Аргументируйте свой ответ.
8. Обозначьте основные отличия грамматических категорий рода и падежа в системе имени существительного в русском и английском языках.
9. Можно ли назвать аналитическими грамматические формы *less important, the least important* в системе сравнения английского и русского имени прилагательного.
10. Обозначьте схожие и различные черты в грамматической категории залога в системе русского и английского глагола.

**Контрольная работа по курсу «Сравнительная типология русского и английского языков». Звариант**

1. Укажите основные различия в предмете исследования и методологии лингвистической типологии от области исследования ареальной лингвистики и универсалии.
2. Перечислите основные типы языков согласно морфологической классификации В.Ф.Гумбольдта. Охарактеризуйте подробно флективные и агглютинативные языки. К какому типу относятся русский и английский языки?
3. Охарактеризуйте представленные ниже универсалии:
  - а) метафорический перенос наблюдается во всех языках;
  - б) существуют языки, в которых отсутствуют слоги, начинающиеся с гласных, но нет языков, в которых отсутствовали бы слоги, начинающиеся с согласных;
  - в) если глагол согласуется с косвенным объектом, то он согласуется и с прямым объектом.
4. Перечислите универсальные и специфичные для русского и английского языков явления фонологической системы слоговых структур. Аргументируйте ответ примерами.
5. Определите класс морфем, составляющих следующие слова: *universal, underdone, was being cooked*; *урезать, перепроверенный, подхалим*.
6. Перечислите основные типы синтетического способа образования грамматических значений слов. Приведите примеры из русского и английского языков.
7. Укажите общие и различные черты системы русского и английского языка в области словосочетания и простого предложения. Аргументируйте свой ответ.
8. Обозначьте основные отличия грамматических категорий рода и падежа в системе имени существительного в русском и английском языках.

9. Можно ли назвать аналитическими грамматические формы *was invited/ is being poured etc* в системе английского глагола.
10. Обозначьте схожие и различные черты в грамматической категории наклонения в системе русского и английского глагола.

### **Контрольная работа по курсу «Сравнительная типология русского и английского языков». 4 вариант**

1. Укажите основные различия в предмете исследования и методологии лингвистической типологии от области исследования ареальной лингвистики.
2. Перечислите основные типы языков согласно морфологической классификации В.Ф.Гумбольдта. К какому типу относятся русский и английский языки? Укажите не менее 5 признаков, доказывающих правильность вашего вывода.
3. Охарактеризуйте представленные ниже универсалии:
  - а) метафорический перенос наблюдается во всех языках;
  - б) такие семантические компоненты, как «пол», «возраст», носят универсальный характер, равно как их регулярное соединение в таких словах, как русское *мальчик*, английское *boy*, французское *garçon*
  - в) во всех языках указательные местоимения употребляются для выделения предмета, упомянутого в высказываниях, предшествующих данному.
4. Перечислите не менее двух универсальных и специфичных для русского и английского языка явлений фонологической системы ударения. Аргументируйте ответ примерами.
5. Определите класс морфем, составляющих следующие слова: *advisability, had been doing, overprotected*; обозначить, противоугонный, трубадур

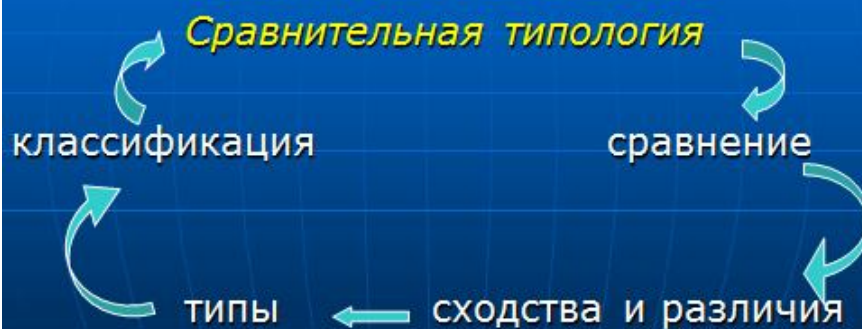
#### **«Сравнительная типология».**

1. Отличие лингвистической типологии от сравнительно-исторического, ареального языкознания и универсалии.
2. Предмет, задачи и основные положения лингвистической типологии
3. Виды классификаций языков: генеалогическая, ареальная (географическая), типологическая.
4. Общая типология языков в концепции В.Гумбольдта
5. Типологические признаки флективных языков
6. Типологические признаки агглютинативных языков
7. Понятие языковых универсалий. Типы языковых универсалий.
8. Общее и различное в фонологической системе гласных английского и русского языков.
9. Общее и различное в фонологической системе согласных английского и русского языков.
10. Общее и различное в системе супraseгментных единиц английского и русского языков.
11. Общее и различное в морфемном составе слова английского и русского языков.
12. Продуктивные и непродуктивные способы образования грамматического значения в русском и английском языках.
13. Синтетический тип образования форм слова в русском и английском языках.
14. Аналитический способ формообразования в русском и английском языках.
15. Общая характеристика деления слов на части речи и критерии выделения частей речи в русском и английском языках.
16. Категория числа и рода в системе имени существительного в русском и английском

языках.

17. Категория падежа в системе имени существительного в русском и английском языках.
18. Имя прилагательное в русском и английском языках.
19. Особенности системы глагольного залога в русском и английском языках.
20. Категория времени, числа и лица русского и английского глаголов.
21. Категория вида в системе русского и английского глаголов.
22. Общее и различное в системе простого предложения в русском и английском языках.
23. Докажите родство русского и английского языков, используя в качестве доказательств не менее 5 общих характеристик обеих языковых систем

## 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

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

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

# Historical review of parts of speech theories

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

## 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.

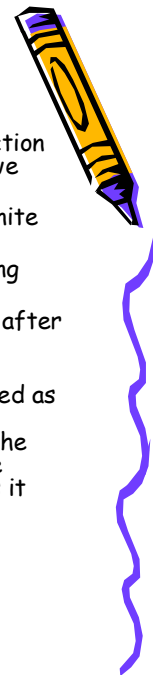
## Grammatical category of Voice

- 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

### **Vocabulary**

- 1) a listing, either selective or exhaustive, containing the words and phrases of a language, with meanings or translations into another language; glossary
- 2) the aggregate of words in the use or comprehension of a specified person, class, profession, etc
- 3) all the words contained in a language
- 4) a range or system of symbols, qualities, or techniques constituting a means of communication or expression, as any of the arts or crafts

## ASSESSMENT CRITERIA

### РЕЙТИНГ ИШЛАНМА

№	Виды работ	Количество	Баллы	Всего баллов
<b>1. Текущий контроль (ЖН)</b>				
<b>1.1</b>	Практические задания (выполнение практических работ по каждой теме, учитывается грамотность)	5	2,5	12,5
<b>1.2</b>	Устные ответы на вопросы после каждой темы. Учитывается самостоятельность суждения, выводы, заключения информации и конспекты из источников.	5	2,5	12,5
<b>1.3</b>	Тестирование	1	5	5
<b>1.4</b>	Устные ответы (ТМИ)	3	2	6
<b>1.5</b>	Реферат (ТМИ)	1	3	3
	INTERNET (ТМИ)	2	2,5	5
<b>1.6</b>	Презентации: учитывается творческий подход (CD наглядность, слайды.) (ТМИ)	2	3	6
<b>ЖБ Жами</b>				<b>50</b>
<b>3. Промежуточный контроль(ОН)</b>				
<b>2.1</b>	Письменная работа	2	5	10
<b>2.2</b>	Устный ответ (ТМИ)	1	10	10
<b>ОН Жами</b>				<b>20</b>
<b>4. Итоговый контроль (ЯН)</b>				
<b>4.1</b>	Письменная работа	3	10	30
ЯБ Жами				<b>30</b>
<b>Жами</b>	<b>50+20+30=100</b>			<b>100</b>

**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	Қониқарл и	Тил ривожланиш тарихидаги асосий ўзгаришлар ҳақида, тил ривожига энг сезиларли ўзгаришлар ҳақида билимга эга;
0-54	Қониқарс из	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 олуаает от 1 до 1,5 балла за работу на лекциях в случае грамотного ведения конспектов, умения выделить основную информацию из всего услышанного, вычленить научную проблему, предложить свое решение.

Студент олуаает от 0,5 до 1 баллов за работу на лекциях в случае грамотного ведения конспектов, умения выделить основную информацию.

Студент олуаает 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 олуаает от 1,7 до 2,1 баллов за активное участие в семинарах, использование материалов лекций и дополнительной литературы.

Студент олуаает от 1,4 до 1,7 баллов за участие в семинарах, использование материалов лекций.

Студент олуаает 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 олуаает 1,7 до 2,1 баллов в случае всестороннего освещения вопросов, не допуская при этом грамматических и стилистических ошибок.

Студент олуаает от 1,4 до 1,7 баллов за участие в семинарах, использование материалов лекций.

#### **Тестирование**

Студент олуаает от 4,3 до 5 баллов при выполнении тестовых заданий на 86 и 100 %

Студент олуаает от 3,5 до 4,3 баллов при выполнении тестовых заданий на 71 и 85 %

Студент олуаает от 2,8 до 3,5 баллов при выполнении тестовых заданий на 56 и 70 %

#### **П.К.**

Студент олуаает 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 посменной 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

<b>Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари</b>	<b>Мустақил таълимга оид топшириқ ва тавсиялар</b>	<b>Бажарилиш муддатлари</b>	<b>Ҳажми (соатда)</b>
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	8- ҳафта	4

	materials to illustrate the topic.		
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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## BASIC ABSTRACT

Session1

### Identified aims of the lesson.

- 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

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

### Lecture 1 Typology as a branch of linguistics

The word typology consists of two Greek morphemes: a) typos means type and b) logos means science or word. Typology is a branch of science which is typical to all sciences without any exception. In this respect their typological method is not limited with the sphere of one science. It has a universal rise. So typology may be divided into:

1. Non-linguistic and
2. Linguistic typology

Non-linguistic typology is the subject matter of the sciences except linguistics.

Linguistic typology is a new branch of general linguistic which studies the systems of languages comparatively, also finds common laws of languages and establishes differences and similarities between them.

Typological classification of languages.

In linguistics we may come across many terms as to the terminological nature of linguistic typology.

The are: 1. Comparative methods, 2. Comparative –historical method, 3. Comparative (or contrastive) linguistics, 4. Comparative typology, 5. Comparative grammar, 6. Connotational grammar, 7. Descriptive – comparative linguistics and on the terms used in Russian and Uzbek are not exact either. They are: сравнительная грамматика, сопоставительная грамматика, сравнительно-историческое языкознание, контрастивная лингвистика, сравнительная типология in Russian

and қиёсий типология, қиёсий тарихий тилшунослик, қиёсий грамматика, қиёсий тилшунослик and so on in Uzbek.

The object and aims of typology

Comparative studies in linguistics differ in the methods used and purposes pursued. One of the trends appeared in the XIX century and is traditionally called *comparative linguistics*. It dealt with comparison historically. Its objective was to establish genetical affinity of languages. It was also meant to reconstruct the protolanguage which was supposed to be a common linguistic parent for kindred languages. Comparative linguistics classified languages according to their origin and affinity. A great many language families and groups were established by this trend.

But languages can also be compared without regard for their history and affinity. This approach is called *comparative typological studies*. It also originated in XIX century. Comparative typology is a branch of linguistics comparing languages in order to establish their similarities and differences. Its object is not singular and individual cases of similarity and difference but those which are common for large groups of language elements. Comparative typology classifies languages according to their structure. Although languages may differ in their material (i.e. have no words of the same root, or common morphemes) their structure (i.e. relations between the elements, functions of the elements) may be similar.

e.g. The Russian and Bulgarian languages are kindred languages. Their material is similar. They have many words of the same root. However, structurally they are different. The Russian language has a system of six cases and the Bulgarian language has no category of case.

The English, Turkic and Chinese languages are very different materially. Their origin is different. However, in all these languages, an adjective can precede a noun and there is no grammatical agreement between these parts of speech. Therefore, they belong to the same structural type.

Another aim of comparative typology is to establish the most general characteristics common for several or all languages. Such characteristics are called language universals.

Session 2

## **Comparative typology of languages and its relations with other branches of Linguistics**

**Identified aims of the lesson.**

To acquaint the students with the comparison of phraseological systems Modern English, Uzbek and Russian.

-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.

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment** : slides, book, cards, poster.

**The course of the lesson.** Practical

As we know comparative typology is a relatively independent science suggested for graduation courses.

It is a new teaching discipline, recommended for learning in 1970 at philological institutes and universities.

It is suggested to be learned at the magistracy courses within 24 hours lectures and 36 hours practical lessons.

The purpose of the course is to introduce students to the systematic comparative study of the structures of Modern English and Uzbek (Russian) especially in three main aspects of them:

1. phonetics - phonology
2. grammar (morphology and syntax)
3. word stock (lexics)

This means that we shall learn the three main systems of the Compared Language:

1. phonological system;
2. grammatical system;
3. lexical system;

Comparative typology is a branch of linguistics and it is closely linked with all linguistic levels of analysis.

As we see in the plan, we will learn the structure of Modern English and Uzbek (Russian) as to phonological, morphological, lexical and syntactical systems.

We would rather compare the phraseological systems Modern English, Uzbek and Russian separately, but when we learn the lexical systems of the compared languages we shall touch upon the very systems as well.

This kind of comparative study of the languages, investigated is achieved by distinguishing both similarities and dissimilarities (original typological features) between the languages in question.

Comparative typology is a part of general linguistics and takes its certain worthy place among other branches of it.

There's certain correlation between the comparative typology and other branches of general linguistics based on the method of comparison (comparative method)

They are:

1. Comparative historical linguistics
2. Areal linguistics
3. Typological linguistics
4. Comparative linguistics

### Session 3

#### **Historical typology as one of the periodization of the history of the language**

##### **Identified aims of the lesson.**

-To acquaint the students with the comparison of phraseological systems Modern English, Uzbek and Russian

- 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.

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

studies degree of relationship (kinship) and origin of languages by establishing genetic links between languages compared, main purpose being restoration of the parent language (праязык – бобо тил) from which the languages compared have originated. So the object of investigation for comparative historical linguistics is the relative languages-kin languages, for example: Turkic languages, Roman languages, Slavonic languages, Germanic languages etc;

English,	German
father	Vater
mother	Mutter
school	Schule
uncle	Onkel

The kin languages are compared in their phonological, morphological, syntactical, lexical, phraseological, stylistical systems.



II AREAL LINGUISTICS studies languages irrespective of their areal, geography and with the purpose of establishing allomorphic (ноухшаш ) and isomorphic (ухшаш) features that is similarities and dissimilarities of the compared languages.

(See: Гаджиева Н.З. Ареальная лингвистика, М. 1980).

But some linguistics think that there exist also such branches of general linguistics, which pretend to be relatively independent;

1. Contractive linguistics
2. Confrontative linguistics
3. Characterological linguistics

. Contractive linguistics studies the dissimilarities - contrast between languages compared. Here the accent is payed on distinguishing specific features of a language as different from those of the other.

	<i>English has</i>	№	Uzbek has
1.	Prepositions	1.	Pospositions (учун, сари)
2.	<i>Article</i>	2.	10 Tense Forms
3.	16 Tense Forms	3.	<i>харакат номи</i>
4.	Gerund, diphthongs, thriphthongs	4.	Равишдош

There are three main Tenses in Russian and two different finite forms:

- |              |                               |
|--------------|-------------------------------|
| 1. прошедшее | 1. имя дейсвие (харакат номи) |
| 2. настоящее | 2. деепричастие (равишдош)    |
| 3. будущее   |                               |

There are 10 tense in Uzbek in all:

1. утган замон
  - 1) аник утган замон
  - 2) узок утган замон
  - 3) утган замон хик. шакли
  - 4) утган замон давомий шакли
  - 5) утган замон эшитилганлик шакли
2. Хозирги замон
  - 1) аник хозирги замон (келаётирман, келаяпман)
  - 2) хозирги келаси замон
3. Келаси замон
  - 1) Келаси замон максад шакли (мокчи-ман)
  - 2) Келаси замон гумон шакли (укирма)
  - 3) Келаси замон лозим шакли (келадиганман)

The object of analysis in such studies is borrowings, language contacts, language unions, bilingualism, and phenomena of superstratum and substratum etc.

III TYPOLOGICAL LINGUISTICS studies languages irrespective of their origin, areal and kinship with the purpose of establishing similarities/dissimilarities between any pair of languages or more than that. Here the geography, origin and quantity of the languages compared play no role at all. It

tries to reveal common (universal) and specific (unical) features of human language.

#### Session 4

### **The Understanding of universals and their means**

#### **Identified aims of the lesson.**

- 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

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment** : slides, book, cards, poster.

**The course of the lesson.** Practical

Language universals can be absolute or relative. Absolute universals are true for every human language.

e.g. Every language has vowels and consonants; every language has pronouns; every language has proper names, polysemantic words; every language has syllables formed after the model CV; all the languages have occlusive consonants; if a language has two nasal consonants they are [n] and [m].

Relative universals are true only for a certain group of languages.

e.g. There's a group of languages all of which have systems of declension and conjugation. Consequently, they have agreement and government. These phenomena are universal for most Slavish languages.

Some universals show implications on which the structure of a language level is based. Such universals were first introduced by Joseph Greenberg. They say: "If a language has element A in its structure it is likely (or sure) to have element B'.

e.g. "If a language has only suffixes (but not prefixes) it also has postpositions; if a language has only prefixes (but not suffixes) it also has prepositions".

Some universals refer to a synchronic state of a language; others describe the language diachronically. They characterize general laws of language development.

e.g. In some Indo-European languages sound changes are a result of assimilation. Hushing sounds and affricates were formed as a result of palatalization before front vowels. This process is universal for the Russian, English, Swedish, Italian and some other Indo-European languages.

e.g. Рус: к - ч (пеку - печешь)

Eng: k - ch (child - child) - IX - X centuries

Ital: k - ch (Caesar [kesar] - Chesaro) - classical Latin - Modern Italian

### 3. Language types

The first attempts to classify languages according to their structure were made in the XIX century. Friedrich Schlegel classified languages into two types: inflexional (having word endings) and non-inflexional (having affixes). His brother August Schlegel suggested distinguishing one more group: languages without any grammatical structure (showing grammar relations by word order). Wilhelm Humboldt added one more group and gave all the types the names by which they are still known:

1. **Inflexional languages.** Grammar relations are shown in these languages by means of polysemantic morphemes.

e.g. Рус. *временной* The inflexion -ой belongs to an adjective of masculine gender, singular, in nominative case.

Roots can very rarely be used as a separate word (с.ф. *\*врем*).

Indo-European and Semitic languages belong to inflexional languages.

2. **Agglutinating languages.** Grammar relations are shown by a series of monosemantic morphemes, "glued" to each other.

e.g. Turkish: Okul (школа) - okullar (школы) - okullarimiz (наши школы) - okullarimizda (в наших школах).

Roots can be used as independent words (с.ф. *okul*)

Turkic languages can serve as an example of agglutinating languages.

3. **Isolating languages.** They have no word changing morphemes. Grammar relations are shown by word order.

The Chinese language belongs to this group.

4. **Polysynthetic languages.** Words in the languages of this group are united so that a phrase or a sentence may consist of a single word.

Such structure is found in the Chukchi language, some Indian languages.

Scholars used to think that the types of languages corresponded to stages of language development. So they thought that once every language was isolating by its structure and through the other stages is to become inflexional sooner or later. Some looked upon this process as "perfecting" of the language, others thought it to be "degrading". Modern linguistics is against the idea of "better" or "worse" languages.

Another drawback of this first classification is that it takes into account only the morphological structure of the word. Later classifications were made on a broader basis.

Session5

**Comparative Typology of Phonological systems of Modern English, Uzbek and Russian English, Uzbek and Russian**  
**Identified aims of the lesson.**

- To acquaint the students with the notions of “typology of phonological system”
- To teach them differentiate the systems of vowels and consonants of the languages
- To acquaint the students with the typology of syllable structures

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment** : slides, book, cards, poster.

**The course of the lesson.** Practical

When we compare phonetical - phonological systems of Modern English and Uzbek (Russian) we have to make, first, the notions of phonetics and phonology clear. PHONETICS is a branch of linguistics which studies the physiological aspect of speech sounds, that it studies ways of forming speech sounds and their acoustic features, hence, it learns the physiology and acoustics of phonemes or speech sounds.

PHONOLOGY (phonemics, phonemology) is a branch of linguistics, which studies phonemes (speech sounds) as means of distinction of words and morphemes, it studies semiological relevancy and functional features of phonemes (speech sounds) sound combinations and prosodical means.

Phonetics and phonology have two levels of investigation :

- a) segmental (studies phonemes realized in various speech sounds)
- b) suprasegmental (studies the distinctive features realized in syllables, stresses and intonation)

Before we get down to comparative typology of phonological systems of the languages compared. We must define the phoneme as the only language unit of the phonological level.

Phoneme is the smallest distinctive language unit, which can't be divided into smaller structural parts.

For systematical comparative analysis of the English, Uzbek and Russian phonemes we have to keep to 6 phonologically relevant features of the latter:

- 1) quantity and quality of nomenclature of phonemes:
- 2) quantity and quality of oppositions and correlations:
- 3) cases of neutralization of phonemes:
- 4) force (power) of oppositions:
- 5) distribution of phonemes and their frequency
- 6) functions of phonemes

In short, we can say that the following three criteria are applicable and reliable in comparative typology of phonemes of Modern English, Uzbek and Russian:

- a) quantity -
- b) quality -
- c) function -

Phonemes in all languages have 2 obligatory functions:

1) Constitutive function - they being constituents of morphemes and words

Distinctive function - they serve for making one word distinct from the other

Quantitative features of the compared languages:

Altogether English has 44 sounds (phonemes)

24 consonants (phonemes)

20 vowels (phonemes)

Uzbek has altogether 29 phonemes: 23 consonants, 6 - vowels

Russian has 41 phonemes:

35 – consonants, 6 -vowels

Qualitative

features:

English

Uzbek

Russian

( r )	( r )	( Ц )
( э )	( k )	( Ы )
( o )	( ц )	( ж )
	( y ) ут-олов	( х )
		( щ )

Let's see the English vowel system in detail in comparison with those of Uzbek and Russian.

English vowels are 20:

1.monophthongs 12 (э,и,е,ае, а:,о,о:, u, z:, n)

2.diphthongs 8: (ei,ai,oi,au,ou,iэ,еэ,оэ,уэ)

3.diphthongoids 2: - idiophemes (i:, u:)

4.triphthongs 3: (auэ,aiэ,oiэ)

Uzbek vowels are only 6: (а,о,э,и,у,у)

Russian vowels are 6: (и,э,ы,а,о,у)

Here we have to speak of the vocalic languages, in which there are more vowels and the consonantic languages where there are more consonants as to phonetician A.W.Isachenko:

Consonantic languages are:

Abhaz languages - 60 consonants Russian - consonants (6 vowels)

Polish - 35 consonants

Uzbek - 23 consonants (6 vowels)

Sloven language - 21 consonants (18 vowels)

In the Samoan languages - (9 vowels) the rest are consonants

Vocalic languages are :

Serbo-horvat language - 24 consonants (18 vowels)

English - 24 consonants (20 vowels)

In comparative typological analysis it's very important to know how many phonemes are there all in the investigated languages and how many letters those phonemes are represented by.

Session 6

## **Typology of Part of speech different approaches done by Aristotel, Aristarkh and etc.**

### **Identified aims of the lesson.**

- 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.

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment** : slides, book, cards, poster.

**The course of the lesson.** Practical

As we see the Comparative typological studies go back to the XI century. Since that time it has been developing on and on till nowadays.

If we have a glance at Europe the comparative approaches to languages in contact started much earlier than those in Central Asia.

The comparative typological studies in Europe are closely linked with the names of such Russian scholars as I.Dombrovsky, A.H.Vostokov. German scholars as J.Brimm, F.Bopp, V.Humbold, brothers F.Schelegel and A.Shelegel, H.Steintal. F.Mystely. Dutch scholars as R.C.Rask and many others.

Today comparative typological studies are closely linked with the names of such well-known scholars as I. I. Meshaninov. J. Gresnberg, Josgub, V. D. Arakin, L. V. Sherba. A. V. Vinogradov. B. A. Uspenskiy, Y. V. Rozhdestvensky, G. H. Kilimov, G. P. Melnikov, S. D. Katznelson, V. N. Yartseva, J. Boranov. U. K. Yusupov, A. A. Abduazizov and many others.

Let's consider some of the investigations by the above mentioned scholars

In the XVII century a Russian scholar I.Dombrovsky made some works of great importance for comparative linguistics: 1 Origin of Slavonic languages.

2. Slavonic languages (Fundamentals of Old Slavonic Language) In these works I.Dombrovsky, for the first time in the Russian linguistics, gave the comparative characteristics of the Slavonic languages, their origin paying prime attention to it. So we can call him the founder of the comparative method in Russian linguistics.

Another prolific Russian scholar A.H.Vostokov (1781-1864) carried out some serious comparative analysis of the Slavonic languages. He is the author of a very serious comparative research work "Comparative study of Russian, Polish and Old Slavonic. Here is another brilliant work on the comparative linguistics by A.H.Vostokov "Description of the Russian and Slavonic Manuscripts" the latter is kept at the Rumyantsev Museum.

A well - known Dutch scholar Rasmus Christian Rask carried out some interesting scientific research work on Islandic languages, which resulted in the creation of the following works.

- 1) Investigations of the Origin of the Old Islandic Language (Written in 1818)
- 2) On the Frakian Group of Languages (Islandic and other Languages (written in 1822)

A German scholar F.Bopp (1791-1867)-one of the founders of the Comparative typology of Indoeuropean languages investigated Sanscrit in comparison with the Greak. Latin Persian and Germanic languages which resulted in creating a fundamental work "System of Conjugation in Sanscrit compared with the Greek, Latin, Persian and Germanic Languages".

Later he worked on another vabuable research which gave birth to his famous work on comparative linguistics "Grammar of Sanscrit, Zend, Greak, Latin, Lithuanian, Gothic and German", (written in 1833-1849).

A German scholar Fridrich Shlegel (1772-1892) was the first to give a systematic comparative study of different languages in his work "On the language and Wisdom of the Indians" (written in 1808). In this work Shlegel for the first time paid attention to the dissimilarities of the structure of the languages compared.

He distinguishes two language types :

1)languages with affixes (Turkic languages Polynezean languages and even Chinese

2) flective languages (Semit language, Georgean, French languages). His brother August Shelegel (1767-1845) further developed this classification of languages by dividing the languages into three types:

- 1) languages without a grammatical structure
- 2) affixational languages
- 3) flective languages

August Shlegel concluded that the Chinese and the languages of Indochina had to be classified into a special group of languages, because there was no flexion in them, the grammatical relations being expressed by the help of word order.

A.Shlegel spoke of the following language types:

- 1) synthetic - early languages
- 2) analytical - languages of late

The comparative study of languages in full and complete form is observed in the works of a German scholar Vilhelm von Humboldt (1767-1835), whose works mark a new pase of the development of the former.

V.Humboldt is the author of some works on comparative ypological research:

1. On, the Differences of Structure of Human Languages and his Impact on the Spiritual Development of Man (written in 1836-1839).

2. On the Languages of kavi in the Island Yava (written in 1836-1839)  
Homboldt knew many languages, including the languages of American Indians and Polynezean languages.

## Session 7

### **Comparative analysis of vowel systems of Modern English, Uzbek and Russian**

#### **Identified aims of the lesson.**

- To acquaint the students with the comparative analysis of vowel systems of Modern English
- To acquaint the students with the language typology as a special branch of linguistics
- To teach the students differentiate languages and language systems

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment** : slides, book, cards, poster.

**The course of the lesson.** Practical

When we compare phonetical - phonological systems of Modern English and Uzbek (Russian) we have to make, first, the notions of phonetics and phonology clear. PHONETICS is a branch of linguistics which studies the physiological aspect of speech sounds, that it studies ways of forming



speech sounds and their acoustic features, hence, it learns the physiology and acoustics of phonemes or speech sounds.

PHONOLOGY (phonemics, phonemology) is a branch of linguistics, which studies phonemes (speech sounds) as means of distinction of words and morphemes, it studies semiological relevancy and functional features of phonemes (speech sounds) sound combinations and prosodical means.

Phonetics and phonology have two levels of investigation :

c)segmental (studies phonemes realized in various speech sounds)

d)suprasegmental (studies the distinctive features realized in syllables, stresses and intonation)

Before we get down to comparative typology of phonological systems of the languages compared. We must define the phoneme as the only language unit of the phonological level.

Phoneme is the smallest distinctive language unit, which can't be divided into smaller structural parts.

For systematical comparative analysis of the English, Uzbek and Russian phonemes we have to keep to 6 phonologically relevant features of the latter:

7)quantity and quality of nomenclature of phonemes:

8)quantity and quality of oppositions and correlations:

9)cases of neutralization of phonemes:

10)force (power) of oppositions:

11)distribution of phonemes and their frequency

12)functions of phonemes

In short, we can say that the following three criteria are applicable and reliable in comparative typology of phonemes of Modern English, Uzbek and Russian:

d)quantity -

e)quality -

f)function -

Phonemes in all languages have 2 obligatory functions:

2)Constitutive function - they being constituents of morphemes and words

Distinctive function - they serve for making one word distinct from the other

Quantitative features of the compared languages:

Altogether English has 44 sounds (phonemes)

24 consonants (phonemes)

20 vowels (phonemes)

Uzbek has altogether 29 phonemes: 23consonants , 6 - vowels

Russian has 41 phonemes:

35 – consonants, 6 -vowels

Here we have to speak of the vocalic languages, in which there are more vowels and the consonantic languages where there are more consonants as to phonetician A.W.Isachenko:

Consonantic languages are:

Abkhaz languages - 60 consonants Russian - consonants (6 vowels)

Polish	- 35 consonants
Uzbek	- 23 consonants (6 vowels)
Sloven language	- 21 consonants (18 vowels)
In the Samoan languages	- (9 vowels) the rest are consonants
Vocalic languages are :	
Serbo-horvat language	- 24 consonants (18 vowels)
English	- 24 consonants (20 vowels)

## Session 8

### **Comparative analysis of consonant systems of Modern English, Uzbek and Russian**

#### **Identified aims of the lesson.**

- To learn languages in comparison to compare consonant systems of the languages syllable formation.
- To teach them differentiate the system of consonants of the languages
- To acquaint the students with the typology of syllable structures

#### **Main notion.**

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

Phoneme is the smallest distinctive language unit, which can't be divided into smaller structural parts.

For systematical comparative analysis of the English, Uzbek and Russian phonemes we have to keep to 6 phonologically relevant features of the latter:

13)quantity and quality of nomenclature of phonemes:

14)quantity and quality of oppositions and correlations:

15)cases of neutralization of phonemes:

16)force (power) of oppositions:

17)distribution of phonemes and their frequency

18)functions of phonemes

In short, we can say that the following three criteria are applicable and reliable in comparative typology of phonemes of Modern English, Uzbek and Russian:

g)quantity -

h)quality -

i) function -

Phonemes in all languages have 2 obligatory functions:

3)Constitutive function - they being constituents of morphemes and words

Here we have to speak of the vocalic languages, in which there are more vowels and the consonantic languages where there are more consonants as to phonetician A.W.Isachenko:

Consonantic languages are:

Abhaz languages - 60 consonants Russian - consonants (6 vowels)

Polish - 35 consonants

Uzbek - 23 consonants (6 vowels)

Sloven language - 21 consonants (18 vowels)

In the Samoan languages - (9 vowels) the rest are consonants

Vocalic languages are :

Serbo-horvat language - 24 consonants (18 vowels)

English - 24 consonants (20 vowels)

Session 9

## **Comparative Typology of Morphological systems of Modern English, Uzbek and Russian**

### **Identified aims of the lesson.**

To learn languages in comparison to compare part of speech lexico-grammatical meaning (semantics), form, function, grammatical category (or categories)

- To acquaint the students with the connection similarities or disimilarities between the parts of speech of the compared languages both qualitatively and quantitatively

### **Main notion**

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

As is known, grammar of any language has two main parts:

1)morphology

2)syntax

What is morphology ? What does it study in the compared languages?

Morphology is an inseparable part of grammar, which studies word stock of a certain language by classifying them into word classes known as parts of speech.

First of all, then lets make clear "What is a part of speech in a language ?

A part of speech is a class of words or in the simplest forms even one word characterized by one and the same:

1)lexico-grammatical meaning (semantics)

2)form

3)function

4)grammatical category (or categories)

Hence, we have to make the above notions clear too. So what is a lexico-grammatical meaning (semantics) ? It is a typical meaning or semantics common to all members of the same word class or parts of speech.

For example, any noun has its lexico-grammatical meaning of "thingness" or substance.

So, what is a form ?

It is a grammatical form based on the opposition of singularity and plurality of some voice or tense or mood forms of, the verb. So, what is a function ?

It is a concrete realization of a lexico-grammatical leaning of a speech in a phrase or a sentence.

For example, the functions of the noun;

- 1)subject - The book is good
- 2)predicative - My book is a novel
- 3)object - I read books

Language is a social phenomenon and every language has its own grammar. For many centuries such famous scholars as B. Illyish, M. Y. Blokh, O. Jespersen and many others had investigated the problem of parts of speech, that causes great controversies both in general linguistic theory and in the analysis of separate languages. And the main question that had interested them was noun as a part of speech.

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. [14, 31]

In traditional school grammars, one often encounters the definition of nouns that they are all and only those expressions that refer to a person, place, thing, event, substance, quality, or idea, etc. This is a semantic definition. It has been criticized by contemporary linguists as being quite uninformative. Part of the problem is that the definition makes use of relatively general nouns ("thing," "phenomenon," "event") to define what nouns are. The existence of such general nouns shows us that nouns are organized in taxonomic hierarchies.[10, 67]

In the prevailing Modern English terminology the terms "noun" and "substantive" are used as synonyms. According to an earlier view, the term "noun" was understood to cover all nominal parts. According to the existence of differences and similarities in English and in Russian we had revealed in our course paper the morphological features of nouns, its classification and had done the comparison between English and Russian languages, which are important for Modern English.

The theme of our course paper is "Comparison of nouns in English and Russian languages".

The aim of investigation is to give more understandable and interesting information about the nouns in English and Russian languages and to find out similarities and differences between them.

Object: the category of case and number of nouns in English and Russian

Subject: the grammar of English and Russian languages

The objectives of investigation are follows:

1. To gather as much materials out of different sources (scientific books, curriculum guidelines, teachers' magazines, etc.) as it is required.
2. To study and analyze the work of different linguists;
3. To reveal the importance of the nouns in English grammar.
4. To investigate similarities and differences in English and Russian languages.
5. Using more examples to compare nouns in English and Russian languages.

Hypothesis: we suppose that nouns are important and if we want to achieve the proficiency we should take into account that noun have their own morphological and semantically features. Teachers will use them in their teaching process.

Practical value: by comparing the nouns in English and Russian languages we want to give more examples which show similarities and differences of nouns in English and Russian languages.

Theoretical value: the final outcome of our investigation can be developed in scientific and diploma work. And they can be used as a source of preparing lectures for Theoretical grammar.

Methods of investigation:

1. contrastive method
2. descriptive method
3. analytical method

Session 10

## **The grammatical categories of gender, pronouns English, Uzbek and Russian**

### **Identified aims of the lesson.**

- To learn languages in comparison
- To compare the grammatical categories of gender, pronouns of English language

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment** : slides, book, cards, poster.

**The course of the lesson.** Practical

As is known, grammar of any language has two main parts:

3) morphology

4) syntax

What is morphology ? What does it study in the compared languages?

Morphology is an inseparable part of grammar, which studies word stock of a certain language by classifying them into word classes known as parts of speech.

First of all, then let's make clear "What is a part of speech in a language ?

A part of speech is a class of words or in the simplest forms even one word characterized by one and the same:

5) lexico-grammatical meaning (semantics)

6) form

7) function

8) grammatical category (or categories)

Hence, we have to make the above notions clear too. So what is a lexico-grammatical meaning (semantics) ? It is a typical meaning or semantics common to all members of the same word class or parts of speech.

For example, any noun has its lexico-grammatical meaning of "thingness" or substance.

So, what is a form ?

It is a grammatical form based on the opposition of singularity and plurality of some voice or tense or mood forms of, the verb. So, what is a function ?

It is a concrete realization of a lexico-grammatical leaning of a speech in a phrase or a sentence.

For example, the functions of the noun;

4) subject - The book is good

5) predicative - My book is a novel

6) object - I read books

Language is a social phenomenon and every language has its own grammar. For many centuries such famous scholars as B. Illyish, M. Y. Blokh, O. Jespersen and many others had investigated the problem of parts of speech, that causes great controversies both in general linguistic theory and in the analysis of separate languages. And the main question that had interested them was noun as a part of speech.

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

## Session 11

### Typological category of Case

#### Identified aims of the lesson.

- To acquaint the students with 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

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

Grammarians seem to be divided in their opinion as to the case-system of English nouns. Open to thought and questioning, this problem has always been much debated. The most common view on the subject is that nouns have only two cases: a common case and a genitive or possessive case.[21, p 69] The common case is characterised by a zero suffix (child, boy, girl, student), the possessive case by the inflection [-z] and its phonetic variants [-s], [-iz], in spelling '-s'. The uses of the genitive are known to be specific, those of the common case general. In terms of modern linguistics, we can therefore say that both formally and functionally, (the common case is unmarked and the genitive marked.

Cases are something that is probably the most complicated concept of the Russian language to the student that speaks only English. Old English had cases, but in contemporary English language you can notice cases and declension mostly in personal pronouns. In English you can see the changes in personal pronoun 'I', that is changed to 'me', 'my' or 'mine' according to its role in the sentence.

Cases are exactly that. When a noun has a different role in a sentence, that role is indicated by a change in the noun. In Russian language there are six cases: Nominative, Accusative, Genitive, Dative, Locative and Instrumental. The case system in Russian does two things. First, it marks the grammatical functions of nouns which are indicated by word order in English, that is, the subject, object and indirect object of the sentence. (This means that these nouns are free to be ordered almost anywhere in the sentence since their function is clearly indicated by their form.) Second, cases mark certain adverbial functions such as the time, manner, and means of carrying out an action, which are marked by prepositions in English, e.g. by hand, on Friday, with enthusiasm This function leads to the case system being associated with prepositions. Remember: in Russian all prepositions are associated with a case which is attached to their objects. Since only nouns can express case, this means that only nouns may be objects of prepositions. [24]



Every noun in Russian must be selected for one of six categories when they are used in a sentence. To indicate which category has been selected by the speaker, the endings of the noun are changed. This means that each (declinable) noun has up to six different forms, differing only in the final letter or two on the end.

### 2.3 The functions of Nouns in English and in Russian languages

The noun has certain syntactical characteristics.

## Session 12

### Typological category of number

#### Identified aims of the lesson .

- To acquaint the students with the 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

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

Modern English like most other languages distinguishes two numbers: singular and plural. The meaning of singular and plural seems to be self-explanatory, that is the opposition: one — more than one. With all this, expression of number in different classes of English nouns presents certain difficulties for a foreigner to master.

As already mentioned, plural and singular nouns stand in contrast as diametrically opposite. Instances are not few, however, when their opposition comes to be neutralised. And this is to say that there are cases when the numeric differentiation appears to be of no importance at all. Here belong many collective abstract and material nouns. If, for instance, we look at the meaning of collective nouns, we cannot fail to see that they denote at the same time a plurality and a unit. They may be said to be doubly countable and thus from a logical point of view form the exact contrast to mass nouns: they are, in fact, at the same time singular and plural, while mass words are logically neither. The double-sidedness of collective nouns weakens the opposition and leads to the development of either *Pluralia tantum*, as in: weeds (in a garden), ashes, embers, etc., or *Singularia tantum*, as in: wildfowl, clergy, foliage, etc. [1, p.87]

In some cases usage fluctuates, and the two forms are interchangeable, e. g. brain or brains: he has no brains or little brains; victuals are more common than victual; oats than oat; similarly: His wages were high. How much wages does he get? That is a fair wage. They could not take too much pain.

The dual nature of collective nouns is shown linguistically in various ways: by the number of the verb or by the pronoun referring to it, as for instance, my family are early risers, they are already here.. My family is not large.

It is important to observe that the choice between singular and plural depends on the meaning attached to the noun. Compare also: We have much fruit this year and the rich fruits of the heroic labour of Soviet people are visible from all the corners of the earth.

Similarly: The football team is playing very well. Cf. The football team are having bath and are coming back here for tea.

A word should be said about stylistic transpositions of singular nouns in cases like the following: trees in leaf, to have a keen eye, blue of eye, strong of muscle. Patterns of this kind will exemplify synecdoche — the simplest case of metonymy in grammar ("pars pro toto").

The Germans won the victories. By God they were soldiers. The Old Hun was a soldier. But they were cooked too. They were all cooked... The Hun would come down through the Trentino, and cut the railway at the Vicenza and then where would the Italians be?

The chap was so big now that he was there nearly all his time, like some immovable, sardonic, humorous eye nothing to decline of men and things.

Cf. Держи вухо востро. Держи ухо остро. У него наметанный глаз. И слышно было до рассвета, как ликовал француз.

Other "universals" in expressing plurality will be found in what may be called "augmentative" plurals, i. e. when the plural forms of material nouns are used to denote large amounts of substance, or a high degree of something. This is often the case when we see the matter as it exists in nature. Such plural forms are often used for stylistic purposes in literary prose and poetry, e. g.: the blue waters of the Mediterranean, the sands of the Sahara Desert, the snows of Kilimanjaro.

Similarly in Russian: синие воды Средиземного моря, пески Сахары, снега Арктики.

Еще в полях белеет снег,

А воды уж весной шумят.

Люблю ее степей алмазные снега. [

Ukrainian: Сині води Середземного моря, піски Сахари, сніги Арктики.

Attention must also be drawn to the emotive use of plural forms of abstract verbal nouns in pictorial language:

...it was a thousand pities he had run off with that foreign girl — a governess too!

The look on her face, such as he had never seen there before, such as she had always hidden from him was full of secret resentments, and longings, and fears.

The peculiar look came into Bosinney's face which marked all his enthusiasms.

Her face was white and strained but her eyes were steady and sweet and full of pity and unbelief. There was a luminous serenity in them and the innocence in the soft brown depths struck him like a blow in the face, clearing some of the alcohol out of his brain, halting his mad, careering words in mod-flight.

He stood for a moment looking down at the plain, heart-shaped face with its long window's peak and serious dark eyes. Such an unwordly face, a face with no defenses against life.

Oh! Wilfrid has emotions, hates, pities, wants; at least, sometimes; when he does, his stuff is jolly good. Otherwise, he just makes a song about nothing — like the rest.

Plural forms of abstract nouns used for stylistic purposes may be traced in language after language:

Russian: Повсюду страсти роковые

И от судеб защиты нет.

Отрады. Знаю я сладких четыре отрады.

It should be noted, in passing, that the plural form is sometimes used not only for emphasis in pictorial language but to intensify the aspective meaning of the verb, the iterative character of the action, in particular, e. g.:

Oh, this was just the kind of trouble she had feared would come upon them. All the work of this last year would go for nothing. All her struggles and fears and labours in rain and cold had been wasted.

Relentless and stealthy, the butler pursued his labours taking things from the various compartments of the sideboard.

The small moon had soon dropped down, and May night had failed soft and warm, enwrapping with its grape-bloom colour and its scents the billion caprices, intrigues, passions, longings, and regrets of men and women. [3, p.34]

The emotive use of proper nouns in plural is also an effective means of expressive connotation, e. g.:

Fleur, leaning out of her window, heard the hall clock's muffled chime of twelve, the tiny splash of a fish, the sudden shaking of an aspen's leaves in the puffs of breeze that rose along the river, the distant rumble of a night train, and time and again the sounds which none can put a name to in the darkness, soft obscure expressions of uncatalogued emotions from man and beast, bird and machine, or, may be, from departed Forsytes, Darties, Cardigans, taking night strolls back into a world which had once suited their embodied spirits. [3, p.168]

Expressive connotation is particularly strong in the metaphoric use of the plural of nouns denoting things to be considered unique, e. g.: Ahead of them was a tunnel of fire where buildings were blazing on either side of the short, narrow street that led down to the railroad tracks. They plunged into it. A glare brighter than a dozen suns dazzled their eyes, scorching heat seared their skins and the roaring, crackling and crashing beat upon ears in painful waves. [5, p.92]

Very often the plural form, besides its specific meaning may also retain the exact meaning of the singular, which results in homonymy.

- 1) custom = habit, customs = 1) plural of habit
- 2) duties
- 2) colour = tint, colours = 1) plural of tint
- 2) flag
- 3) effect = result, effects = 1) results
- 2) goods and chattels
- 4) manner = mode or way, manners = 1) modes, ways

- 2) behaviour
- 5) number = a total amount of units, numbers = 1) in counting
- 2) poetry
- 6) pain = suffering, pains = 1) plural of suffering
- 2) effort
- 7) premise = a statement or proposition, premises = 1) propositions
- 2) surrounding to a house
- 8) quarter = a fourth part, quarters = 1) fourth parts

## Session 13

### Typological category of Person

#### Identified aims of the lesson.

- 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

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

The relative distribution of the of-phrase and the 's-inflection, as a recurrent feature of the language, must be given due attention in learning style and usage in English.

It is interesting to note, in conclusion, that there is a change going on in present-day English which runs counter to the general trend towards loss of inflections, that is the spreading of 's-genitive at the expense of the of-genitive. Until a few years ago, the genitive with 's was used in modern times mainly with nouns which could be replaced (in the singular) by the pronouns he and she, but not with nouns which could be replaced by the pronoun it: so that people normally said the man's face and the woman's face, but the face of the clock and the surface of the water. The 's-genitive was used in certain expressions of time and distance (an hour's time), and could be used with many nouns replaceable in the singular by it or they (the Government's decision); as is well known, there was also a number of commonly used phrases where the 's-genitive was used even though the noun was one which could be replaced in the singular only by it (New Year's Day, the water's edge). In recent years, however, the 's-genitive has come into common use with nouns which are replaceable in the singular only by it. Here are a few examples taken from reputable

sources: resorts' weather → the weather of seaside towns; human nature's diversity → the diversity of human nature; the game's laws → the laws of the game. Many more examples will be found in books and in newspapers. We cannot fail to see that this tendency for 's to replace of is a development from the analytic to the synthetic: the of-phrase is replaced by the 's-inflection.

The relative distribution of the of-phrase and the 's-genitive as a recurrent feature of the language, must be given due attention as relevant to synonymy in grammar.

It will be important to remember that the distinction between living and lifeless things is not closely observed, and the 's-genitive is often used in designations of things to impart descriptive force and at the same time stress the governing noun.

A few typical examples given by G. Curme are:

When I think of all the sorrow and the barrenness that has been wrought in my life by want of a few more pounds per annum, I stand aghast at money's significance.

...for the sake of the mind's peace, one ought not to inquire into such things too closely.

A book's chances depend more on its selling qualities than its worth<sup>2</sup>.

Here is a very good example from Galsworthy to illustrate the statement:

He had chosen the furniture himself, and so completely that no subsequent purchase had ever been able to change the room's atmosphere. [3, p.76]

Associations with life are certainly strong in personification, e. g.: the ocean's roar or Truth's greatest victories, etc. Further illustrations taken from reputable sources are:

resorts' weather → the weather of seaside towns

human nature's diversity → the diversity of human nature

the game's laws → the laws of the game

The spreading of the 's-genitive in present-day English at the expense of the of-phrase is, in fact, a development from the analytic to the synthetic which seems to run counter to the general trends towards the loss of inflections. [5,p. 94]

The synonymic encounter of the 's-genitive and the of-phrase may be illustrated by examples with "genitive of possession", "subjective and objective genitive", but the use of the 's-genitive in Modern English is comparatively restricted here and the of-phrase is very extensively used in virtually the same sense:

Soames' daughter →- the daughter of Soames

his sister's arrival →- the arrival of his sister

duty's call → the call of the duty

the children's education → the education of the children

It is to be noted that in many cases the special meaning of the genitive depends on the intrinsic meaning of each of the two words connected, and is therefore in each case readily understood by the hearer. The of-phrase denoting possession is generally preferred when the noun is modified by a lengthy attributive adjunct attached to it.

The 's-form is rarely used as the objective genitive. The of-phrase in this function is fairly common, e. g.: the sense of beauty, the sense of smell, love of life, the reading of books, the feeling of safety, a lover of poetry, etc.

The, of-phrase in Modern English is widely current in various types of structures, denoting:

- a) the idea of quantity or part ("partitive genitive"), e. g.: a piece of bread, a lump of sugar, a cake of soap, etc.;
  - b) material of which a thing is done, e. g.: a dress of silk;
  - c) position in space or direction, e. g.: south of Moscow, within 10 miles of London;
  - d) relations of time, e. g.: of an evening, of late, all of a sudden;
  - e) attributive relations, e. g.: the language of a child =a child's language, the voice of a woman =a woman's voice, etc.;
  - f) composition or measure, e. g.: a group of children, a herd of cattle, a flock of birds, a swarm of bees, etc.
- There are also patterns with the of-phrase functioning as the appositive genitive, e. g.: the city of Rome, the Republic of France, etc.

#### Session 14

### **Comparative analysis of the Syntactic systems of Modern English, Uzbek and Russian**

#### **Identified aims of the lesson.**

- 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
- To acquaint the students with the notions of “typology of the sentence”

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

#### Session 15

### **The grammatical categories of Tenses and Aspects English, Uzbek and Russian**

#### **Identified aims of the lesson.**

To acquaint the students with the grammatical categories of Tenses and Aspects English, Uzbek and Russian their contrasting differences in the systems of tenses in the languages compared;

- To acquaint the students with the typological features of the languages in comparison, which demonstrates their idiomatism, English-an analytical language, Uzbek-agglutinative, Russian-being flective.

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment:** slides, book, cards, poster.

**The course of the lesson.** Practical

## Session 16

### **The grammatical categories of Voice English, Uzbek and Russian**

#### **Identified aims of the lesson.**

To acquaint the students with the grammatical categories of Voice English, Uzbek and Russian their contrasting differences in the systems.

-To acquaint the students with the connections with the typological features

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

## Session 17

### **Comparative analysis of the Lexical systems of Modern English, Uzbek and Russian**

#### **Identified aims of the lesson.**

- 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

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

## Session 18

## **The grammatical categories of Mood English, Uzbek and Russian**

### **Identified aims of the lesson.**

To learn the grammatical categories of Mood English, Uzbek and Russian their contrasting differences in the systems of tenses;

-To acquaint the students with the connections of typological features of the languages in comparison, which demonstrates their idiomatism, English-an analytical language.

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment** : slides, book, cards, poster.

**The course of the lesson.** Practical

### Session 19

## **Methods of comparative typology and notions of a type of a language and a type in a language**

### **Identified aims of the lesson.**

- To acquaint the students with the 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 their usage for distinguishing certain objects;

-To learn the level of analysis, which distinguish certain objects (things, notions, relations etc).

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book, method of explanations, practical exercises, method of analyses and synthesis.

**Equipment** : slides, book, cards, poster.

**The course of the lesson.** Practical

### Session 20

## **Typology of Super segmental means of Modern English, Uzbek and Russian**

### **Identified aims of the lesson.**



- To acquaint the students with the other means of the languages their super segmental means such as stress and intonation.

-To acquaint the students with the stress type to understand a stable unity of structural acoustic features, characterizing the given stress as a upper segmental phonological means.

**Main notion** comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

**The form of the lesson:** working in groups and individually.

**Method and methodology:** working with a book , method of explanations, practical exercises, method of analyses and synthesis.

**Equipment :** slides, book, cards, poster.

**The course of the lesson.** Practical

When we learn languages in comparison we are to compare along with the other means of the languages their supersegmental means such as stress and intonation.

So what is a stress ? What kind of notion is it ? How do we find it ? Let's answer these questions so as to reveal phonological nature of "stress" as a supersegmental means of the compared languages.

By stress or accent we understand a type of a phonological process, that is distinguishing of one of the syllables in word structure or word combination by different phonological means.

Such a definition works equally well in the 3 languages compared. Further we have to compare the types of the stress?

So what is a type of a stress ?

By a stress type we understand a stable unity of structural acoustic features, characterizing the given stress as a supersegmental phonological means.

1) as to its nature stress may be :

a) dynamic (if defined by the force of outhaling)

b) musical (if linked with the height of tone)

c) quantitative (if attended by the length of the sound)

2) as to the place (position of a stress there may be such types as):

a) fixed

b) non-fixed

3) as to the quality of a stress there may be such types as:

a) main stress

b) secondary stress

4) as to the function the stress may be of the following types:

a) distinctive (it makes one word distinct from the other)

b) form distinguishing function (roaa, singular), (roaa, plural) Sure, in

the above types of the stress in the compare languages we see the dissimilarities.

Stress is a greater degree of force and loudness given to certain syllables in words. Stressed syllables are strong, loud, and clear. Unstressed syllables are weak, short, and less distinct. Stress is also called accent (1).

## Accent

(1) Accent is stress placed on a syllable in a word. Accent makes a syllable more prominent in terms of loudness and pitch. (2) Accent is a mode of pronunciation characteristic of a group of people in a certain locality (British accents, regional accents, foreign accent).

## Syllables

One vowel sound forms one syllable. A vowel sound may be represented by one vowel letter in writing (sit, last, form) or by a combination of vowel letters (read, law, group). A diphthong is one complex vowel sound consisting of two components. A diphthong forms one syllable (rain, boat, crowd).

## 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.

1 Stress on first syllable rule    example

Most 2-syllable nouns    PRESent, EXport, CHIna, TAbLe

Most 2-syllable adjectives    PRESent, SLENDER, CLEVer, HAPpy

2 Stress on last syllable rule    example

Most 2-syllable verbs    to preSENT, to exPORT, to deCIDE, to beGIN

There are many two-syllable words in English whose meaning and class change with a change in stress. The word present, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words export, import, contract and object can all be nouns or verbs depending on whether the stress is on the first or second syllable.

3 Stress on penultimate syllable (penultimate = second from end) rule    example

Words ending in -ic    GRAPHiC, geoGRAPHiC, geoLOGiC

Words ending in -sion and -tion    teleVIision, reveLAtion

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say teleVIision and others say TELEvision. Another example is: CONtroversy and conTROversy.

4 Stress on ante-penultimate syllable (ante-penultimate = third from end) rule  
example

Words ending in -cy, -ty, -phy and -gy    deMOcracy,    dependaBility,  
phoTOgraphy, geOLOgy

Words ending in -al    CRItical, geoLOGical

5 Compound words (words with two parts) rule    example

For compound nouns, the stress is on the first part BLACKbird, GREENhouse

For compound adjectives, the stress is on the second part bad-TEMpered,    old-FASHioned

Double –stressed compound nouns are rare gas-stove, ‘gas –‘ring, ‘ice-‘cream, ‘absent-‘mindedness.

**TEACHING MATERIALS (LECTURES, METHODOLOGICAL  
MANUALS)**

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

**GULISTAN STATE UNIVERSITY  
Department of English Language and Literature**

*Comparative Typology of  
Modern English, Uzbek and Russian  
Languages*

**Khakimova Sh. R.**



Gulistan-2012

**Ушбу ўқув-услугий мажмуа  
Гулистон давлат университетининг  
ўқув-услугий кенгаши қарори билан  
чоп этишга тавсия этилди  
(протокол № 1 \_\_\_\_\_ 2012 й)**

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**Tuzuvchi:**

**Ingliz tili va adabiyoti kafedrası o`qituvchisi  
Hakimova Sh., Rashidov A.**

**Taqrizchi:**

**Ingliz tili va adabiyoti kafedrası dotsenti Tojiev  
X.**

## **THEME -1 (2 hours)**

### **T H E M E : " COMPARATIVE TYPOLOGY OF MODERN ENGLISH, UZBEK AND RUSSIAN "**

#### **P L A N :**

- 1. INTRODUCTION TO "COMPARATIVE TYPOLOGY"**
- 2. C.T. IS A BRANCH OF LINGUISTICS**
- 3. SIMILAR OTHER BRANCHES OF LINGUISTICS**
- 4. C.T. AND TRANSLATION SCIENCE, LEXICOGRAPHY, AND  
METHODS OF TEACHING ENGLISH.**
- 5. COMPARATIVE LINGUISTICS**
- 6. CONTRASTIVE LINGUISTICS**
- 7. CONFRONTATIVE LINGUISTICS**
- 8. LINGUISTIC CHARACTEROLOGY**
- 9. COMPARATIVISTICS.**

As we know comparative typology is a relatively independent science suggested for graduation courses.

It is a new teaching discipline, recommended for learning in 1970 at philological institutes and universities.

It is suggested to be learned at the magistracy courses within 24 hours lectures and 36 hours practical lessons.

The purpose of the course is to introduce students to the systematic comparative study of the structures of Modern English and Uzbek (Russian) especially in three main aspects of them:

4. phonetics - phonology
5. grammar (morphology and syntax)
6. word stock (lexics)

This means that we shall learn the three main systems of the Compared Language:

4. phonological system;
5. grammatical system;
6. lexical system;

Comparative typology is a branch of linguistics and it is closely linked with all linguistic levels of analysis.

As we see in the plan, we will learn the structure of Modern English and Uzbek (Russian) as to phonological, morphological, lexical and syntactical systems.

We would rather compare the phraseological systems Modern English, Uzbek and Russian separately, but when we learn the lexical systems of the compared languages we shall touch upon the very systems as well.

We shall learn this course as to the following curriculum;

No	Lectures	hours
1.	Comparative Typology of Modern English and Uzbek	2
2.	Methods of Comparative Typology and notions of a type of a language and a type in a language	2
3	Historical survey of comparative typological investigations.	2
4.	Comparative typological studies in Europe in the XVII-XX centuries	2
5.	Comparative typology of phonological systems of Modern English, Uzbek and Russian	2
6.	Typology of supersegmental means of Modern English, Uzbek and Russian	2
7.	Comparative typology of morphological systems of modern English, Uzbek and Russian	2

No	Seminars	hours
1.	Comparative typology as a branch of linguistics and history of its development	2
2.	Comparative typology of phonological systems of English, Uzbek and Russian	2
3	Comparative typology of morphological systems of English, Uzbek and Russian	2
4.	Comparative typology of syntactical systems of English, Uzbek and Russian	2
5.	Comparative typology of Lexical systems of English, Uzbek and Russian	2
6	Comparative typology of sentences	2
7	Comparative typology of grammatical categories of verbs	4
8	Comparative typology of methods of teaching in the languages	4

An all-round comparative typology of the languages in question is subordinated to one main purpose, that is to the introduction of future teachers of the English language and translators / interpreters to the comparative study of English Uzbek and Russian in order that they (specialists - ) may work out a theoretically well

based methods of teaching foreign (English) language, on the other hand, and of translation activities from English into Uzbek or Russian and vice-versa, on the other.

This kind of comparative study of the languages, investigated is achieved by distinguishing both similarities and dissimilarities (original typological features) between the languages in question.

Comparative typology is a part of general linguistics and takes its certain worthy place among other branches of it.

There's certain correlation between the comparative typology and other branches of general linguistics based on the method of comparison (comparative method)

They are:

5. Comparative historical linguistics
6. Areal linguistics
7. Typological linguistics
8. Comparative linguistics

COMPARATIVE HISTORICAL LINGUISTICS studies degree of relationship (kinship) and origin of languages by establishing genetic links between languages compared, main purpose being restoration of the parent language (праязык – бобо тил) from which the languages compared have originated. So the object of investigation for comparative historical linguistics is the relative languages-kin languages, for example: Turkic languages, Roman languages, Slavonic languages, Germanic languages etc;

English,	German
father	Vater
mother	Mutter
school	Schule
uncle	Onkel

The kin languages are compared in their phonological, morphological, syntactical, lexical, phraseological, stylistical systems.

II AREAL LINGUISTICS studies languages irrespective of their areal, geography and with the purpose of establishing allomorphic (ноухшаш ) and isomorphic (ухшаш) features that is similarities and dissimilarities of the compared languages.

(See: Гаджиева Н.З. Ареальная лингвистика, М. 1980).

But some linguistics think that there exist also such branches of general linguistics, which pretend to be relatively independent;

4. Contractive linguistics
5. Confrontative linguistics
6. Characterological linguistics



1. Contractive linguistics studies the dissimilarities - contrast between languages compared. Here the accent is payed on distinguishing specific features of a language as different from those of the other.

	<i>English has</i>	№	Uzbek has
1.	Prepositions	1.	Pospositions (учун, сари)
2.	<i>Article</i>	2.	10 Tense Forms
3.	16 Tense Forms	3.	<i>харакат номи</i>
4.	Gerund, diphthongs, thriphthongs	4.	Равишдош

There are three main Tenses in Russian and two different finite forms:

- |              |                               |
|--------------|-------------------------------|
| 1. прошедшее | 1. имя дейсвие (харакат номи) |
| 4. настоящее | 2. деепричастие (равишдош)    |
| 5. будущее   |                               |

There are 10 tense in Uzbek in all:

1. утган замон
- 2) аник утган замон
  - 2) узок утган замон
- 6) утган замон хик. шакли
- 7) утган замон давомий шакли
- 8) утган замон эшитилганлик шакли
2. Хозирги замон
- 3) аник хозирги замон (келаяпман, келаяпман)
- 4) хозирги келаси замон
3. Келаси замон
- 4) Келаси замон мақсад шакли (моқчи-ман)
- 5) Келаси замон гумон шакли (уқирма)
- 6) Келаси замон лозим шакли (келадиганман)

The object of analysis in such studies is borrowings, language contacts, language unions, bilingualism, and phenomena of superstratum and substratum etc.

IV TYPOLOGICAL LINGUISTICS studies languages irrespective of their origin, areal and kinship with the purpose of establishing similarities/ dissimilarities between any pair of languages or more than that. Here the geography, origin and quantity of the languages compared play no role at all. It tries to reveal common (universal) and specific (unical) features of human language.

V COMPARATIVE LINGUISTICS studies languages, usually, two languages, irrespective of their kinship, areal features, with the purpose of establishing similarities and dissimilarities between the compared languages.

As we see, our course "Comparative typology" is the same with the Comparative linguistics, which has even such a branch as "Comparative Linguistics".

So, these terms can be interchangeably used when we mean comparative analysis of two languages, with the purpose of creating effective methods of teaching of a foreign language or translating or interpreting from one language into the other.

V. COMPARATIVE TYPOLOGY is to establish the correlation between universal and specific features in languages compared.

CONFRONTATIVE LINGUISTICS : studies both the similarities and dissimilarities of the languages compared (Helbig. Tek 1989 (9 Рождественский, 1990 ). the main purpose here is to work out an effective methods of teaching languages and translating or interpreting from one language into the other.

2. CHARACTEROLOGICAL LINGUISTICS or characterology studies all formal and functional units (means) of a given language at a given moment in the context of general linguistics as to Rozhdestvensky Y.V. and it is aimed at comparing one language in comparison with several others.

CHARACTEROLOGY deals with the open list of different features with the closed list of language compared, whereas typology deals with the closed list of languages in comparison.

As we have seen above, comparative linguistics has close links with linguistic sciences and as well as non-linguistic sciences, like literature, critics etc.

All these branches of linguistics may be well termed as "Comparativistics" as to Serebrennicov B.A., who is a founder of the latter.

#### K E Y W O R D S :

Teaching discipline, to be learned, purpose, to introduce, comparative study; three main systems; phonological systems; grammatical systems; lexical system; linguistics; areal linguistics; typological linguistics; contrastive linguistics; connotative linguistics.

#### Q U E S T I O N S :

16. What is typology?
17. 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 ?

#### L I T E R A T U R E :

1. Бурунов Ж.Б. инглиз ва узбек тилларининг киёсий грамматикаси. Т. 1973
2. Аракин В.Д. сравнительная типология английского и русского языков М. 1976
3. Гак В.Г. сравнительная типология французского и русского языков М. 1975
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5. Рождественский Ю.В. Типология слова 1969..
  5. Успенский Б.А. Структурная типология. М., 1966.
  6. Юсупов У.К. Проблемы сопоставительной лингвистики Т., 1980

#### T H E M E 2 (2 HOURS)

#### T H E M E : METHODS OF COMPARATIVE TYPOLOGY AND NOTIONS OF A LANGUAGE AND A TYPE IN A LANGUAGE

#### P L A N

1. COMPARATIVE TYPOLOGY AND METHODS OF LINGUISTIC ANALYSIS.
2. COMPARISON AS A BASIC METHOD OF COMPARATIVE TYPOLOGY.
3. OTHER METHODS USED IN COMPARATIVE TYPOLOGY
4. LANGUAGE UNIVERSALS, UNCIALS, AND RECESSIVES.
5. DOMINATING OR DETERMINING FEATURES OF LANGUAGES.
6. LANGUAGE TYPE AND TYPE IN A LANGUAGE.

#### DIFFERENT APPROACHES BY LINGUISTS TO THE PROBLEM OF LANGUAGE TYPE AND A TYPE IN A LANGUAGE.

8. MORPHOLOGICAL CLASSIFICATION OF LANGUAGES BASED ON WORD STRUCTURE.
9. SYNTACTICAL CLASSIFICATION OF LANGUAGES BASED ON SENTENCE STRUCTURE.

#### 10 1.1. MESHANINOV AS A FOUNDER OF SYNTACTICAL TYPOLOGY.

## THE COURSE OF LECTURE

Comparative typology makes use of different methods of linguistic analysis:

1. Comparative method
2. Componential method
3. Distributional method
4. Oppositional 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.

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

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 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 Suahily 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, flective, 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, recessives 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, fleective, 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 «равношар» 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.

### CONTENTIVE TYPOLOGY

(semantical typology)

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

### FUNCTIONAL TYPOLOGY

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.)

- 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)

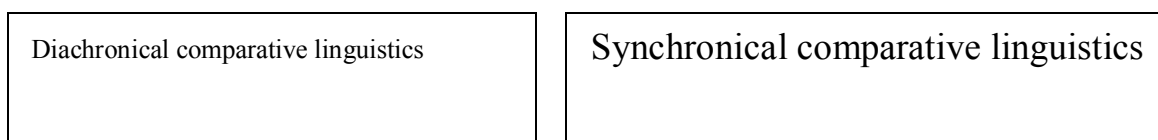
These two methods complete each other and can be extensively used in investigations.

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

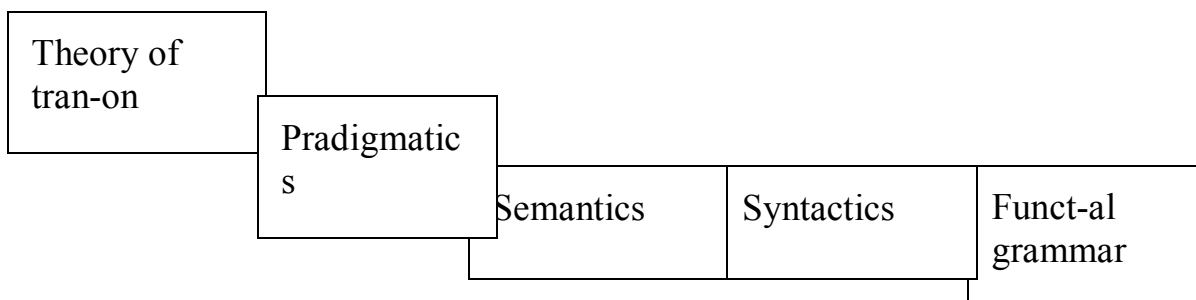
Linguistic studies based on methods of comparison

Linguistic comparativistics

General typology.



Lingua –  
dialectology



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.

- a) analytical language (Isolated, amorphic)
- b) synthetic language
- c) 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.

- 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

They are all types of

language

c) lexeme

means expressing language units

d) phraseme

units

e) syntaxeme

f) 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.

- |               |                             |
|---------------|-----------------------------|
| 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 comparison.

#### KEY WORDS :

Methods of Linguistics, syntactical classification, Sentence structure, language type, different approaches, the problem of language, other methods, unicals, features of language, language universals, vowel and consonant phonemes, majority of Languages, complex sentences, expressed by nominal parts is introduced, consonants of language, specific features, dissimilarities, structural features, grammatical.

#### QUESTIONS

1. What do Universal features show ?
2. What does "the term", "Language universal" mean ?
3. How many parts are there in linguistic universals ?
4. What does the term "Non absolute universals mean ?
5. What do you know about "Recessives" ?
6. What is the meaning of "Unique features" ?
7. Can you explain the notion "type"
8. How many types are there in typological investigations ?
9. Can you define general typology and SPECIAL TYPOLOGY ?
- 10 .What does the structural typology learn ?
- 11 .How many methods of Comparative typological analysis do you know ?

#### LITERATURE:

4. Бурунов Ж.Б. англиз ва узбек тилларининг киёсий грамматикаси. Т. 1973
5. Аракин В.Д. сравнительная типология английского и русского языков М. 1976
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8. Юсупов У.К. проблемы сопоставительной лингвистики Т., 1980

### *THEME 3*

## THEME 3: "HISTORICAL SURVEY OF COMPARATIVE TYPOLOGICAL INVESTIGATIONS".

### PLAN

1. Birth of comparative typological studies dictated by the life needs in Central Asia and Europe.
2. Mahmud Koshgariy - a founder of comparative typological linguistics in the XI century
3. Various approaches to the language types and their classification
  - a) morphological classification
  - b) syntactical classification
  - c) genealogical classification
4. Conclusion.

### THE COURSE OF LECTURE

Comparative typological studies have a long history that goes back to the XI and XII centuries. The discovery of the sea routes, different trade relations as well as the diplomatic relations naturally prompted the necessity of learning foreign languages and that paved way to comparative typological study of languages in contact.

In the old linguistic manuals on comparative typological investigations it is noted that the history of the birth and development of comparative studies of languages is closely linked with the names of the German scholars brothers Friedrich Schlegel (1772-1829) and August Schlegel and V. Humboldt, who lived and created some major works on comparative studies of languages in the XVII and XVIII centuries of which we will talk later.

But tracing the pages of the historical development of linguistics and comparative linguistics in particular has a solid ground to state that as early as in the fall of the XI century a great scholar and thinker of his time Mahmud Koshgariy who was born at the beginning the XI century in Balasogun near the town of Tukmok, now in Kirghizia, created fundamental encyclopedic works on the origin and types of the Turkic tribes and ethnic groups and their languages.

Mahmud Koshgariy, our ancestor, studied scrupulously the origin and history of the Turkic people, their customs, traditions, culture and mode of life, his prime attention being always focussed on the languages spoken by the folk of the time.

Mahmud Koshgarie, having thoroughly studied the turkic civilization of the time, created two major works on linguistics which may be considered and are, surely, to be considered the earliest fundamental linguistic research works on the comparative study of languages in the history of general linguistics.

Those works were the followings:

1. "Javohir- un - nahy fi lugotit turk" (Syntactical Rules of the Turkic Languages") in which "nahv" means "syntax".
2. "Devonu - Lugotit-Turk" (Distionary of Turkic Words).

It is a great pity that the first work by M.Koshgarie hasnot reached our time, but the second one has. As to the where abouts of the first work there's no information at all and it is still unknown to the linguistic world.

The second work is of extreme importance, both from the linguistic and literary points of views, for it provides reader with detailed data on the origin, civilization, traditions and customs of the twenty turkic tribes, scattered all over the territory beginning with the Minor Asia (called as Rumo by then) and ending with China.

In his work the author describes the following twenty kinds of the turkic tribes and their languages;

1. bajanak
2. kipchok
3. oguz
- 4 yaman
5. bashgir (ie) (башгирий)
5. basmil
7. kai (qai)
8. yabaqu (ябаку)
9. tatar
  
- 10 .kirghiz (kirkiz)
- 11 .chigil
- 12 .tuhsie (ТУХСИ)
- 13.уagma (ягма)
- 14.igrak
- 15.taruk (тарук)
- 16.jumul (жумул)
- 17.uygur
18. tangut (тангут)
- 19.Chinese
- 20.tavgach (тавгач)

As Mahmud Koshgarie witnessed, the Uzbek language which was then originally referred to the chigil goup of languages, the latter being called "turkish" by then or "chigotoi language" even later in the XV centry.

Historically, in the XVI century only after the Uzbek tribes of t Movarounnahr had been joined by the nomedic Uzbek tribes did the people start to be called "Uzbeks" and their language "Uzbek".

German orientalist Brockelinman translated the work into German (Leipzig, 1928), later it was translated into the Turkish language by Basim Atalai (Ankara 1939). Recently a linguist S.Mutallibov has translated "Devonu-Lugotit - Turk" into Uzbek from the original.

Mahmud Koshgarie wrote the "Devonu-Lugotit - Turk" up in 1076/1077. As it was a strong tradition to write scientific works in the arabic language by that time "Devonu" was also written in the arabic language.

The work consists of two parts;

- 1) introduction
- 2) dictionary.

The introduction runs about the reasons and the necessity of creating the "Devonu" and the material the author collected for the work. It also contains valuable pieces of information about the structure of the work and the turkic word structure as well as the materials relating to the turkic tribes and ethnic groups, all of which is of great importance for both comparative and areal linguistics. At the end of the introduction he gives his scientific theoretical postulates and conclusions he arrived at upon the investigated problem. The introduction is rich in linguo-socialological and linguo-stylistical data of the languages compared.

The main part of the "Devonu" runs about the meaning (semantics) of more than 6 thousand turkic words explained, and commented on the arabic language.

The words are of dialectal character and demonstrate the isomorphic and allomorphic features of the turkic languages in their phonetical, grammatical (morphological and syntactical). accounting for similar and dissimilar features of the latter

The "Devonu Lugotut-Turk" is not only a linguistic manual, but also a literary creation of great importance, for it contains valuable material of more than 3 hundred poetic extracts and proverbs, sayings, folk songs and aphorisms.

Besides that Mahmud Koshgarie tried to analyse the types of literary genres, poetic metrics, stylistic devices and many other theoretical questions concerning literature.

"Devonu" is a unique philological creation and a useful asset for the deep studies and translations of the literary works of Mahmud Koshgarie's time and after it.

In a nutshell/ "Devonu" by Mahmud Koshgarie is not only linguistic and literary work, but also an encyclopedia, describing the history, social-economic position, geography, climate of Mavrounnahr, customs and traditions of the turkic people of the time.

So, we may conclude that Mahmud Koshgarie's works on the comparative study of the turkic languages as early as in the XI century witness that Mahmud Koshgarie is to be duly considered the founder of comparative typological linguistics, hence the priority of the foundation of comparative linguistics lies with him and not with V.Humbold who lived and worked 6 centuries later, which prompts the need of rewriting history of the comparative typological research strictly observing the priority of foundation of the fundamental sciences.

## K E Y W O R D S

Long story, XI-XII-centures, discovery, trade relations; the necessity of learning; the birth and development of comparative studies, Mahmud Qoshgariy, the origin, in the XVI century, German orientals, the work consists of; the main part, dialectal character, similar and dissimilar features, may conclude, tried to difine, types of libRARY genres, stylistic devices.

## Q U E S T I O N S

1. What do you know about the birth of Comparative typological studies ?
2. Who is the founder of comparative typological Linguistics in the XI century
3. What approaches do you know (to the language types) ?
4. What is morphological classification ?
5. What is syntactical classification ?
6. Who wrote the book "Devony Lugotut Turk" ?
7. How many parts does this book include ?
8. Did Qoshgary study comparative typology ?
9. What Turkish tribes did Qoshgary describe in his book ?
- 10 Do you know the origin of the word "Uzbeks" ?

## L I T E R A T U R E

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## T H E M E 4 ( 2 H O U R S )

### T H E M E : " C O M P A R A T I V E T Y P O L O G I C A L S T U D I E S I N E U R O P E I N T H E X V I I - X X C E N T U R I E S "

#### P L A N :

1. Early comparative typological studies in Russia
2. Comparative typological studies in Germany and elsewhere.
3. Modern comparative typological studies.

## T H E C O U R S E O F L E C T U R E

As we see the Comparative typological studies go back to the XI centry. Since that time it has been developing on and on till nowadays.

If we have a glance at Europe the comparative approaches to languages in contact started much earlier than those in Central Asia.

The comparative typological studies in Europe are closely linked with the names of such Russian scholars as I.Dombrovsky, A.H.Vostokov. German scholars as

J.Brimm, F.Bopp, V.Humboldt, brothers F.Schelegel and A.Schelegel, H.Steintal. F.Mystely. Dutch scholars as R.C.Rask and many others.

Today comparative typological studies are closely linked with the names of such well-known scholars as I. I. Meshaninov. J. Gresnberg, Josgub, V. D. Arakin, L. V. Sherba. A. V. Vinogradov. B. A. Uspenskiy, Y. V. Rozhdestvensky, G. H. Kilimov, G. P. Melnikov, S. D. Katznelson, V. N. Yartseva, J. Boranov. U. K. Yusupov, A. A. Abduazizov and many others.

Let's consider some of the investigations by the above mentioned scholars

In the XVII century a Russian scholar I.Dombrovsky made some works of great importance for comparative linguistics: 1 Origin of Slavonic languages.

2. Slavonic languages (Fundamentals of Old Slavonic Language) In these works I.Dombrovsky, for the first time in the Russian linguistics, gave the comparative characteristics of the Slavonic languages, their origin paying prime attention to it. So we can call him the founder of the comparative method in Russian linguistics.

Another prolific Russian scholar A.H.Vostokov (1781-1864) carried out some serious comparative analysis of the Slavonic languages. He is the author of a very serious comparative research work "Comparative study of Russian, Polish and Old Slavonic. Here is another brilliant work on the comparative linguistics by A.H.Vostokov "Description of the Russian and Slavonic Manuscripts" the latter is kept at the Rumyantsev Museum.

A well-known Dutch scholar Rasmus Christian Rask carried out some interesting scientific research work on Islandic languages, which resulted in the creation of the following works.

- 1) Investigations of the Origin of the Old Islandic Language (Written in 1818)
- 2) On the Frakian Group of Languages (Islandic and other Languages (written in 1822)

A German scholar F.Bopp (1791-1867)-one of the founders of the Comparative typology of Indoeuropean languages investigated Sanscrit in comparison with the Greek, Latin, Persian and Germanic languages which resulted in creating a fundamental work "System of Conjugation in Sanscrit compared with the Greek, Latin, Persian and Germanic Languages".

Later he worked on another valuable research which gave birth to his famous work on comparative linguistics "Grammar of Sanscrit, Zend, Greek, Latin, Lithuanian, Gothic and German", (written in 1833-1849).

A German scholar Friedrich Schlegel (1772-1892) was the first to give a systematic comparative study of different languages in his work "On the language and Wisdom of the Indians" (written in 1808). In this work Schlegel for the first time paid attention to the dissimilarities of the structure of the languages compared.

He distinguishes two language types :

1) languages with affixes (Turkic languages Polynezean languages and even Chinese

2) flective languages (Semit language, Georgian, French languages). His brother August Shelegel (1767-1845) further developed this classification of languages by dividing the languages into three types:

- 4) languages without a grammatical structure
- 5) affixational languages
- 6) flective languages

August Shlegel concluded that the Chinese and the languages of Indochina had to be classified into a special group of languages, because there was no flexion in them, the grammatical relations being expressed by the help of word order.

A. Shlegel spoke of the following language types:

- 3) synthetic - early languages
- 4) analytical - languages of late

The comparative study of languages in full and complete form is observed in the works of a German scholar Wilhelm von Humboldt (1767-1835), whose works mark a new phase of the development of the former.

V. Humboldt is the author of some works on comparative typological research:

1. On the Differences of Structure of Human Languages and his Impact on the Spiritual Development of Man (written in 1836-1839).

2. On the Languages of kavi in the Island Yava (written in 1836-1839) Humboldt knew many languages, including the languages of American Indians and Polynesian languages.

It is Humboldt who for the first time gave a more or less complete typological classification of languages. He distinguished four types of languages:

- 1) Isolating languages like Chinese (or amorph languages with no change of the word form) agglutinative languages like Turkic ones the monosemantic morphemes used in the word.
- 2) Flective languages like Indoeuropean ones or semit ones with polysemantic morphemes used in the word.
- 3) Incorporative languages with word-sentences (all words in a sentence written together) like the Chucot language, etc.

For Humboldt language was an emanation (expression) of the spirit of human beings, language was, in his understanding, a psychology of the people speaking it.

And it was Humboldt's mistake that he thought that the typology of languages reflect different cultural level of development of the people

In his understanding, the flective languages have strictly correct form of expression, that is why he declared them to be the top of language research, other languages being at the lower pages of development.

Francis Bopp (1791-1867) another German, linguist one of those scholars who introduced the method of comparative study of languages, divided the languages into two types as to the syllabic structure of words:

- 1) monosyllabic (with roots of one syllable)
- 2) polysyllabic (with roots of many syllables) semit languages.

The successor and disciple of V. Humboldt H. Steintal (1823-1899) made a gold step forward in the elaboration of the typological theory. He worked out syntactical criteria for the classification of languages.

F. Mystely, who continued the work of H Steintal gave an original classification of languages as to:

- 1) the order of words in a sentence (analytical language structure
- 2) the inner structure words

August Shlegel (1821-1868) made an attempt to make Humboldt's classification more clear. He called Humboldt's classification morphological.

He thought that the types of languages established by the Shlegel brothers were not only the three main types of languages, but also the three stages of language development (it was based on his biological conception of language development).

An American linguist Edward Sapir (1887-1939) gave a strong criticism of the morphological classification of the Languages calling it evolutionistic, because it presupposes evolution of the structure of the isolating Languages into flexive, in which only the technique of word structure was taken into consideration only.

He offered his own classification of languages based on the three criteria:

- 1) the technique of morpheme building
  - 2) the degree of synthesis of meanings of a morpheme in a word
  - 3) character of grammatical processes
- E. Sapir classifies languages into;

- 1) simple pure-relational languages without affixes (Chinese)
- 2) complicated pure-relational languages with affixes (the Turkic languages and the Polynesian languages)
- 3) simple-mixed-relational languages expressing the syntactical relations in a pure form with the help of agglutination or fusion, (French and others)
- 4) complicated mixed-relational languages, in which the meaning of morpheme may be changed by the help of affixes or inner sound alternation (Latin and English)

In the history of typological studies I.I. Meshaminov's classification is original.

His is a syntactical one based on syntactical criteria;

- 1) languages of the passive structure (the Chucot language and languages of American Indians). There are no transitive and intransitive verbs in these languages.
- 2) languages of the ergative structure (Avar, Lezgi, Dargin, Georgian slightly). In each language the verb not only agrees with the subject, but also governs it. The predicate verb demands that the subject be in a special case-ergative case, if the verb is transitive, if it is not transitive. the subject should be in the absolute nominative case.



3) nominative languages, in which subject is always in the nominative case irrespective of the transitive and intransitive character of the verb.

The above mentioned classifications, as is seen from the above described, carry either a morphological or a syntactical character, and may be called phraseological.

There are some classifications of the languages on the basis of certain kinship between languages compared which are known as "geneological" classifications according to which language families and relative languages are distinguished and studied.

Following Meschaninov's typology his successors have worked out different theories on the comparative typological studies of languages.

For example G.P.Melinicov worked out his theory of determination as a leading grammatical tendency in a language, which explains the changes in the grammatical structure of this or that language. It is known that long before that O.Jespersen worked out his theory of notional categories of languages, based on logical criteria. His notional categories are of great importance in comparative typological research, because they imply that some grammatical categories in given language may be expressed by lexical means and not grammatical ones or vice versa.

Comparative study of languages by the help the notion of "Lexicogrammatical field" by G.Shoor (Guliga, Shendels) it is based on the principle "from meaning to means of expression" and it is also a method of comparative analysis. Further there was offered a theory of "Functional semantic fields" the A.V.Bondarko.

Typological studies were further continued in the theory by prof. J.B.Buranov who offered a method of analysis by the help of "typological categories" of the type:

- 1 ) Typological category of dimunitiveness
- 2 ) Typological category of causativeness
- 3 ) Typological category of plurality
- 4 ) Typological category of possessivity
- 5 ) Typological category of comparativeness
- 6 ) Typological category of locativity
- 7 ) Typological category of reflexivity
- 8 ) Typological category of reciprocity
- 9 ) Typological category of activeness/passiveness
- 10)Typological category of translativity/intransivity
- 11)Typological category of futurity
- 12)Typological category of presency
- 13)Typological category of priority
- 14)Typological category of posteriority
- 15)Typological category of aspectuality

A detailed model of comparative typological research was offered by prof U.K.Yusupov, who made a whole system approach to the languages compared (See: his Проблемы сопоставительной лингвистики Т., 1980).

In his fundamental research work prof. U. K. Yusupov made an attempt at working out and offering some very relevant features-typological constants as to the levels of languages hierarchy, beginning with the phonetico-phonological level and ending in the textological level.

Prof. U. K. Yusupov offers the following methods of comparative typological analysis as to the language hierarchy:

1. Methods of comparing languages in their abstract systems.
2. Methods of comparing grammatical system of non-related languages
3. Methods of comparing lexical systems of non-related languages
4. Methods of comparing word-building systems of non-related languages.

Methods of comparing phraseological systems of non - related languages.

5. Methods of comparing languages in speech systems
6. Methods of comparing languages in textual systems

The above mentioned models of comparative typological analysis offered above by different scholars lay a solid ground for further investigations and elaborate and enrich the comparative typological theory with new linguistic data and pave way to new horizons in this sphere of scientific research activities.

#### K E Y W O R D S

Typological studies, in contact, started, are closely linked, call him the founder, comparative method, Russian scholar Vostokv, a well known Dutch scholar, investigation of the origin, German scholar, which resulted in creating, valuable research, isolating languages, typology of languages, in his understanding, typology of structure, structure of words, biological conception.

#### Q U E S T I O N S

1. Who were the early scholars in Russia ?
2. Who studied typology in Germany ?
3. What do you know about modern typological studies ?
4. What did Dombrowsky study ?
5. What does Prof. Buranov's work include ?
6. What do you know about prof. Yunusov's work ?
7. What does his method include ?
8. Who studied Slavonic Languages ?
9. Who studied Islandic Languages ?
10. What does Shlegel's work include ?

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#### THEME 5 (2 - hours)

### THEME : COMPARATIVE TYPOLOGY OF PHONOLOGICAL SYSTEMS OF MODERN ENGLISH, UZBEK AND RUSSIAN

#### P L A N

1. Phonetics and phonology as branches of linguistics
2. Phoneme theory and comparative typology
3. Comparative typology of phonemes in ME, Uzbek and Russian
4. Comparative typology of vowel systems of Modern English, Uzbek and Russian.
5. Comparative typology of consonant systems of ME, Uzbek and Russian
6. Similarities and disimilarities of phonological systems of the languages compared.

#### THE COURSE OF LECTURE

When we compare phonetical - phonological systems of Modern English and Uzbek (Russian) we have to make, first, the notions of phonetics and phonology clear.

PHONETICS is a branch of linguistics which studies the physiological aspect of speech sounds, that it studies ways of forming

speech sounds and their acoustic features, hence, it learns the physiology and acoustics of phonemes or speech sounds.

PHONOLOGY (phonemics, phonemology) is a branch of linguistics, which studies phonemes (speech sounds) as means of distinction of words and morphemes, it studies semiological relevancy and functional features of phonemes (speech sounds) sound combinations and prosodical means.

Phonetics and phonology have two levels of investigation :

e) segmental (studies phonemes realized in various speech sounds)

f) suprasegmental (studies the distinctive features realized in syllables, stresses and intonation)

Before we get down to comparative typology of phonological systems of the languages compared. We must define the phoneme as the only language unit of the phonological level.

Phoneme is the smallest distinctive language unit, which can't be divided into smaller structural parts.

For systematical comparative analysis of the English, Uzbek and Russian phonemes we have to keep to 6 phonologically relevant features of the latter:

19) quantity and quality of nomenclature of phonemes:

20) quantity and quality of oppositions and correlations:

21) cases of neutralization of phonemes:

22) force (power) of oppositions:

23) distribution of phonemes and their frequency

24) functions of phonemes

In short, we can say that the following three criteria are applicable and reliable in comparative typology of phonemes of Modern English, Uzbek and Russian:

j) quantity -

k) quality -

l) function -

Phonemes in all languages have 2 obligatory functions:

4) Constitutive function - they being constituents of morphemes and words

Distinctive function - they serve for making one word distinct from the other

Quantitative features of the compared languages:

Altogether English has 44 sounds (phonemes)

24 consonants (phonemes)

20 vowels (phonemes)

Uzbek has altogether 29 phonemes: 23 consonants, 6 - vowels

Russian has 41 phonemes:

35 – consonants, 6 -vowels

Qualitative features:

English Uzbek

		Russian	
	( r )	( r )	( ц )
( э )	( k )	( ы )	
( o )	( ц )	( ж )	
	( y )	УТ-ОЛОВ ( х )	
		( щ )	

Let's see the English vowel system in detail in comparison with those of Uzbek and Russian.

English vowels are 20:

5.monophthogs 12 (э,i,e,æ, a:,o,o:, u, z:, n)

6.diphthongs 8: (ei,ai,oi,au,ou,iэ,eэ,oэ,uэ)

7.diphthongoids 2: - idiophemes (i:, u:)

8.triphthongs 3: (auэ,aiэ,oiэ)

Uzbek vowels are only 6: (a,o,э,и,y,y)

Russian vowels are 6: (и,э,ы,a,o,y)

Here we have to speak of the vocalic languages, in which there are more vowels and the consonantic languages where there are more consonants as to phonetician A.W.Isachenko:

Consonantic languages are:

Abhaz languages - 60 consonants Russian - consonants (6 vowels)

Polish - 35 consonants

Uzbek - 23 consonants (6 vowels)

Sloven language - 21 consonants (18 vowels)

In the Samoan languages - (9 vowels) the rest are consonants

Vocalic languages are :

Serbo-horvat language - 24 consonants (18 vowels)

English - 24 consonants (20 vowels)

In comparative typological analysis it's very important to know how many phonemes are there all in the investigated languages and how many letters those phonemes are represented by.

In Modern English, Uzbek and Russian we have following number of phonemes:

№	LANGUAGE	FEATURES	
		VOWEL PHONES	CONSONANT PHONES
1.	English	20	24
2.	Uzbek	7	24
3.	Russian	6	21

Comparative table of phoneme types :

№	LANGUAGE	PHONEME TYPES			
		monophthongs	Diphthongs	Triphthongs	Diphthongoids
1.	English	+12	+8	+3	+2
2.	Uzbek	+29	-	-	-
3.	Russian	+35	-	-	-

Comparative table of number of letters :

№	LANGUAGE	LETTERS		
		Vowel letters	Consonant letters	Marks (like Russian) ones
1.	English	6	20	-
2.	Uzbek	6	27	2 (Ъ,ь)
3.	Russian	6	31	2 (Ъ,ь)

Comparative typological observations show that the compared languages differ in the following cases:

- 1) English has (r), (r), (r), Russian and Uzbek have no such phonemes.
- 2) Uzbek has (y), (k), (r) which English and Russian have no
- 3) Russian has (bi), (u), (m), (Ok) which Uzbek has not.

So these are the main typological dissimilarities that constitute idiomatic features of phonological systems of the languages in question.

A few words as to the syllabic systems of the compared languages. All the three languages are the ones that have vowels capable of syllable de vision in word structure.

There may be the following syllable types in the compared languages CV,CCV,CCCV,CCCCV (C-means-consonant, V-means, vowel).

The matrix below illustrates the syllable types existing in the languages under study:

№	LANGUAGE	PHONEME TYPES			
		monophthongs	diphthongs	Triphthongs	Diphthongoids
1.	English	+	+	+	+
2.	Uzbek	+	+	+	-
3.	Russian	+	+	+	+

In English : CV - no, go, so  
CCV - try, cry, fro  
CCCV - spaiy, spray, sprint  
CCCCV - minstrels

In Russian : CV - но, по, до  
CCV - три, рви, замри  
CCCV - строить, вздывать, вспоминать, избираться,  
CCCCV – вскрывать, встереча, взгляд, всплеси  
In Uzbek :то, бобо, тога, бола, хола  
CCV - синч, тинчлик, ганж, сунг  
CCCCV - no such

The fact that Uzbek has no such syllable types as CCCCVC is a striking typological feature of the Uzbek language as different from those of ME and MR

In some languages even consonants are capable of syllable formation. To such languages also belongs the Armenian language which has even such a syllable combination.

CCCCCV - Мкртчян  
CCCCVCVC- Мкртичев

Among other languages Uzbek, like other turkic languages is characterized by a highly developed system of synharmony of vowels as is seen from the illustration below:

Миллийлаштирилганларданмисизлар-а?

This word consists of 31 letters and 11 syllables formed by the help of the vowel letters which indeed have a syllable forming ability. This is a most striking typological features of the Uzbek language.

Hence, we can arrive at a conclusion that agglutinative languages with pure monosemantical morphemes in the word structure have the tendency of word formation represented by the strict right hand growing that is clockwise, any violation of the this rule indicating or illustrating alien word, which is a borrowing.

Unlike Uzbek, Russian and English, being representatives of non-agglutinative languages (Russian-flective, English-analytical) can cope with the word formation problems by means of polysemantic morphemes demonstrating more than one semantics in the word structure, the latter being the main reason for shorter word structures in Russian and English than in Uzbek. The same proves right in other languages of the same families which the three compared languages represent.

A few words on intonation in the compared languages, so in the languages under study we can distinguish the following intonation types:

- 1) falling
- 2) rising
- 3) falling-rising
- 4) rising-falling
- 5) falling-rising-falling
- 6) rising-falling-rising

Observations in intonation systems of the compared languages are reflected in the matrix below:

№	LANGU -AGE	INTONATION TYPES					
		Fal- ling	Rising	Rising- falling	Falling -rising	Falling -rising- falling	Ri- sing fal- ling risin g
1.	English	+	+	+	+	+	+
2.	Uzbek	+	+	+	+	+	+
3.	Russian	+	+	+	+	+	+

There's some doubt about the same functions of the intonation types in the languages compared, because of different pragmatic or syntagmatic divisions in oral or written speech of speakers representing different cultures and thinking.

This phenomenon needs further fundamental investigations which might throw light upon such cardinal problems of phonosemantics as this.

The above mentioned similarities and dissimilarities are to be well explained to students or pupils so that they may know what phonological typological features languages in comparison have.

So, teachers of English, Uzbek and Russian ought to take into consideration all the typological features of the phonological systems of the languages under study while working out methodical recommendations for teaching process, and for compiling textbooks on phonetics.

As for as interlanguage interference is concerned we think that in order to do away with the interlanguage interference it is advisable to make up system of exercises known as "Language exercises, conditional speech exercises or speech exercises" which can solve the problems linked with interlanguage interference of the type:

I think (sink)

This (zis)

That (zat)

Theme (sim) etc.

## KEY WORDS

Phonetics is a branch of linguistics; aspect of speech sounds; studies phonemes; phonetics and phonology have two levels; segmental studies; the smallest distinctive language unit; relevant features of the quantity and quality; cases of neutralization force of opposition; distribution of phonemes; functions of phonemes; target languages; to take into consideration all the typological features;



## Q U E S T I O N S

1. Are phonetics and phonology branches of linguistics ?
2. What does phonetics study ?
3. What does phonology study ?
4. What are the relations between phoneme theory and comparative typology ?  
What are the differences of comparative typology in Modern English  
And Uzbek, Russian ?
5. What do you know about comparative typology of vowel system of English, Uzbek,  
Russian ?
6. What are the similarities of English, Uzbek Languages ?
8. What kind of intonation types do you know ?
9. What are the similarities of phonological systems of English, Uzbek ?
10. What are the Similarities of syllable types?

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## T H M E 6

### T H E M E : T Y P O L O G Y O F S U P E R S E G M E N T A L M E A N S O F M O D E R N E N G L I S H , U Z B E K A N D R U S S I A N

### P L A N

1. Notion of supersegmental means of language
2. Stress, its definition, types and functions in Modern English, Uzbek and Russian
3. Intonation, its definition, types and functions in Me Mu and MR
4. Conclusion.

## T H E C O U R S E O F L E C T U R E

When we learn languages in comparison we are to compare along with the other means of the languages their supersegmental means such as stress and intonation.

So what is a stress ? What kind of notion is it ? How do we find it ? Let's answer these questions so as to reveal phonological nature of "stress" as a supersegmental means of the compared languages.

By stress or accent we understand a type of a phonological process, that is distinguishing of one of the syllables in word structure or word combination by different phonological means.

Such a definition works equally well in the 3 languages compared. Further we have to compare the types of the stress?

So what is a type of a stress ?

By a stress type we understand a stable unity of structural acoustic features, characterizing the given stress as a supersegmental phonological means.

1) as to its nature stress may be :

d) dynamic (if defined by the force of outthaling)

e) musical (if linked with the height of tone)

f) quantitative (if attended by the length of the sound)

2) as to the place (position of a stress there may be such types as):

a) fixed

b) non-fixed

3) as to the quality of a stress there may be such types as:

c) main stress

d) secondary stress

4) as to the function the stress may be of the following types:

c) distinctive (it makes one word distinct from the other)

d) form distinguishing function (roaa, singular), (roaa, plural) Sure, in

the above types of the stress in the compared languages we see the dissimilarities.

For example: in ME, MR and MU there are more dissimilarities than similarities in the types, places functions and qualities of the stress.

English and Russian have a more or less fixed stress where as in Uzbek stress is free and always at the end of the word.

бола+лар+нинг

original

originally

originality (a bit moved)

But Russian is flexible

Слово-словарь, словари

Заметить-замечать

Кончать-заканчивать

In the languages compared stress has certain similarities of the following kind:

1. Stress may be moving clockwise:

In English : responsible - responsibility

In Uzbek: ука-укалар-укаларнинг

In Russian : кончик-конец

2. In English and Russian stress may be moving anticlockwise:

infamous-famous

desert (noun) - desert (verb)

record (noun) - record (verb)

вычитать-читать

выйти-выходить

Typologically we can speak of different types of languages as to the position (place) of the stress in the word structure. It lays a solid foundation even for a serious classification of world languages into the following types:

1. Languages with a fixed stress

2. Languages with a moving stress:

a) clockwise

b) anticlockwise

c) both clockwise and anticlockwise

Hence, we can speak of types of languages with a fixed stress:

1) at the beginning of the word

2) in the midst of the word

3) at the end of the word

On the basis of the aforesaid, we can classify languages into two major types as to the position of the stress in the word:

1) oxytonic (with a stress always at the end of the word)

2) non-oxytonic, that is with a stress either at the beginning or in the midst of the word or both.

So, from this point of view English and Russian are more or less alike, because they are non-oxytonic, whereas Uzbek is a pure oxytonic language. The allomorphic features here are accounted for by the different typological features of the languages in comparison. Uzbek being a representative of an agglutinative language with highly developed phenomenon of inflection, English representing an analytical language type and Russian belonging to a flecive type with some elements of analytism.

This way the postulate on the polytypological nature of any language type proves right, because though English and Russian which belong to the Indo-European family of languages are typologically referred to as analytical and flecive, one can also witness their certain features of agglutination and like Uzbek may, surely, demonstrate its flecive and analytical features, though remaining an agglutinative typology as in future there may be some fundamental research in this field of analysis which may throw further light on the typological features of stress as a segmental means of any language.

Typological features of intonation.

Intonation is one of the supersegmental means of the languages in comparison. By intonation we understand a type of a supersegmental means of language of a

comparisated structure, including melody for pitch different types of stress pauses, and tembre variants.

Hypothetically intonation may be divided into the following types as to their function:

- 1) falling
- 2) rising
- 3) falling-rising
- 4) rising-falling
- 5) rising-falling-rising
- 6) falling-rising-falling

Studying intonation and stress as supersegmental means language brought forth the birth of a science called "prosodies". It is being elaborated today by phoneticians and phonologists.

Intonation types given above are structural phonological or typological ones and they may be well illustrated by melody pitch types.

There may be distinguished the following functional type of intonation as well;

- 1) declarative intonation
- 2) interrogative intonation
- 3) exclamatory intonation
- 4) imperative intonation

As we see these types are communicative-functional type of intonation and are distinguished as to the purpose of intonation usage.

All three languages compared naturally have all the above mentioned (both structural or typological and communicative) types of intonation.

They all speak for certain isomorphic features of the languages under study and can be accounted for by the certain functional features of the intonation as a supersegmental means in languages.

Here the pragmatics of intonation is to be taken into consideration, which may help us to reveal certain allomorphic features of the intonation used by different informants with sure, different culture and thinking and knowledge of languages usage.

The pragmatics of intonation can be well illustrated question (sentence) types (general, special disjunctive, alternative and rhetorical) and one can reveal universal pragmatic features of intonation in the latter are characterized by the following common features given in the matrixes I, II, III, IV, V below;

Matrix I

№	LANGUA GE	FEATURES					
		INTONATION TYPES IN GENERAL QUESTIONS					
		Rising	Falling	Rising- falling	Falling -rising	Falling -rising- falling	Rising falling rising falling

1.	English	+	-	-	-	-	-
2.	Uzbek	+	-	-	-	-	-
3.	Russian	+	-	-	-	-	-

Matrix II

№	LANGUA GE	FEATURES					
		INTONATION TYPES IN SPECIAL QUESTIONS					
		falling	Rising	Falling -rising	Rising- falling	Rising falling rising	Fal- ling- risin gfal- ling
1.	English	+	-	-	-	-	-
2.	Uzbek	+	-	-	-	-	-
3.	Russian	+	-	-	-	-	-

Matrix III

№	LANG UAGE	FEATURES					
		INTONATION TYPES IN DISJUNCTIVE QUESTIONS					
		Risi ng	Falli ng	Risin g- fallin g	Falli ng- rising	Falli ng- risin g- fallin g	Ri- sing fal- ling rising
1.	English	-	-	-	+	-	-
2.	Uzbek	-	-	-	+	-	-
3.	Russia n	-	-	-	+	-	-

Matrix IV

№	LANG UAGE	FEATURES					
		INTONATION TYPES IN ALTERNATIVE QUESTIONS					
		Risi ng	Falli ng	Risin g- fallin g	Falli ng - risi ng	Falli ng- rising- falling	Ri-sing fal-ling rising
1.	Englis h	-	-	+	-	-	-
2.	Uzbek	-	-	+	-	-	-
3.	Russia n	-	-	+	-	-	-

In the languages compared one can see transposition functions of one and the same sentence type uttered differently in different situations with different communicative purpose and intention and it largely depends on the speaker what intonation and what communicative intention he is going to realize.

"You have come" these sentences may be differently uttered depending on the communicative purpose or intonation of a speaker just to express some proposition (event);

You have come ! (emotion, exclamation)

You have come ? (question)

You have come ! ? (irony)

You have come, (surprise)

You have come ? ! (hatred indignation)

You have come ! ? (threat)

You have come ? ! (ironical laughter)

### KEY WORDS

Phonetics is a branch of linguistics; aspect of speech sounds; studies; phonetics and phonology have two levels; segmental studies; the smallest distinctive language unit ; relevant features of the; quantity and quality; relevant features of the quantity and quality : cases of neutralization force of oppositions; distribution of phonemes ; functions of phonemes: turkey languages: to take into consideration all the typological features.

### QUESTIONS

1. What do supersegmental means of language mean ?
2. What do you know about stress ?
3. Can you compare stress in English, Russian, Uzbek ?
4. What is the role of intonation ?
5. Can you speak about the definition of intonation ?
6. What is the function of intonation in Uzbek ?
7. Can it change the meaning of a sentence ?
8. Do you know anything about typological features of Intonation ?

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### THEME 7 (2 hours)

### THEME : COMPARATIVE TYPOLOGY OF

# MORPHOLOGICAL SYSTEMS OF MODERN ENGLISH and UZBEK

## P L A N

1. NOTION OF MORPHOLOGY IN MODERN LINGUISTICS
2. NOTION OF MORPHOLOGY: PARTS OF SPEECH IN MODERN ENGLISH UZBEK AND RUSSIAN
3. STRUCTURAL AND SEMANTICAL FEATURES OF PARTS OF SPEECH.
4. ISOMORPHIC AND ALLOMORPHIC FEATURES OF PARTS OF SPEECH IN MODERN ENGLISH AND UZBEK

## THE COURSE OF LECTURE

As is known, grammar of any language has two main parts:

5) morphology

6) syntax

What is morphology? What does it study in the compared languages?

Morphology is an inseparable part of grammar, which studies word stock of a certain language by classifying them into word classes known as parts of speech.

First of all, then let's make clear "What is a part of speech in a language?"

A part of speech is a class of words or in the simplest forms even one word characterized by one and the same:

9) lexico-grammatical meaning (semantics)

10) form

11) function

12) grammatical category (or categories)

Hence, we have to make the above notions clear too. So what is a lexico-grammatical meaning (semantics)? It is a typical meaning or semantics common to all members of the same word class or parts of speech.

For example, any noun has its lexico-grammatical meaning of "thingness" or substance.

So, what is a form?

It is a grammatical form based on the opposition of singularity and plurality of some voice or tense or mood forms of the verb. So, what is a function?

It is a concrete realization of a lexico-grammatical meaning of a speech in a phrase or a sentence.

For example, the functions of the noun;

7) subject - The book is good

8) predicative - My book is a novel

9) object - I read books

10) attribute - I have a pen - friend, etc



Now, after we have made the above notions clear in general linguistics, we can pass on to comparative morphology of Modern English, Uzbek and Russian.

In this connection we have to establish certain similarities or dissimilarities between the parts of speech of the compared languages both qualitatively and quantitatively.

For this purpose we need accurately described systems of parts of speech in Modern English, Uzbek and Russian and we do really have such linguistically well-grounded systems of parts of speech in school grammars, or normative grammars of institutes or universities.

In Modern English, Uzbek and Russian we have the following parts of speech as given in the matrix:

№		English	Uzbek	Russian
1.	Noun	+	+	+
2.	Pronoun	+	+	+
3.	Verb	+	+	+
4.	Adjective	+	+	+
5.	Adverb	+	+	+
6.	Numeral	+	+	+
7.	Modal words	+	+	+
8.	Interjections	+	+	+
9.	Words of category of state (statives)	+	-	+
10.	Preposition	+	+	+
11.	Postposition (послегог)	-	+	-
12.	Conjunction	+	+	+
13.	Particle	+	+	+
14.	Response words (responsives)	+	+	+
15.	Article	+	+	-
16.	Requestive (please)	+	+	+

The matrix above shows that in the compared languages the nomenclature of the parts of speech is not the same, for Uzbek has 13 parts of speech, whereas English has 16 and Russian 14 parts of speech. These are then, quantitative differences of dissimilarities.

Besides that there are even qualitative differences in the parts of speech systems of Modern English and Modern Uzbek and Russian.

For example, Modern English has articles, statives and prepositions, whereas Modern Uzbek has no such parts of speech, but it has

postposition as different from that of English and Russian has no articles and Postposition.

So the very differences or dissimilarities are typological features of the languages compared, they being the idiomatic features of the latter.

While teaching English or Uzbek or Russian at the auditorium we have specially put at accent on the dissimilarities and point out the reasons and factors causing them. It is mostly because of analytical features of English, agglutinative features of Uzbek and flective features of Russian.

Now, let's have a look at the grammatical categories of parts of speech in Modern English, Uzbek and Russian.

First of all, we have to postulate that only those parts of speech which are changeable in form must have grammatical categories, where as unchangeable ones have no categories at all.

Hence, the noun, pronoun verb, adjective, adverb, numeral and stative in Modern English, Uzbek and Russian are primary parts of speech and have changing forms.

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

1.	English	+	+	+	+	+	+	+	-
2.	Uzbek	+	+	+	+	+	+	-	-
3.	Russian	+	+	+	+	+	+	+	+

The category of tense in ME, MU and Modern Russian

1.English	16
2.Uzbek	11
3.Russian	3

The category of Voice in ME, MU and MR

№	LANGU AGE	FEATURES				
		active	passiv e	reopric al	reflexi ve	mid dle
1.	English	+	+	-	-	-
2.	Uzbek	+	+	+	-	-
3.	Russian	+	+	-	+	+
					Его тошним Лодкой унесло	

The category of mood of the verb

№	LANGU AGE	FEATURES				
		Indic- ve	Imper -ve	Subj- ve	Condit- al	final
1.	English	+	+	-	-	-
2.	Uzbek	+	+	-	+	+
3.	Russian	+	+	+	-	-

An all-round comparative typology of the languages in question is subordinated to one main purpose, that is to the introduction of future teachers of the English language and translators / interpreters to the comparative study of English Uzbek and Russian in order that they (specialists - ) may work out a theoretically well based methods of teaching foreign (English) language, on the other hand, and of translation activities from English into Uzbek or Russian and vice-versa, on the other.

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