



## ROLE OF COMPARING IN TEACHING FOREIGN LANGUAGES

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### ABSTRACT

*The current paper thoroughly discusses the differences and similarities in the English and Uzbek languages showing relevant examples. It further presents data on how they can affect language teaching and second language acquisition.*

### INTRODUCTION

Learning a new language in these days is getting more and more crucial in most spheres of our life. Though the language is a global event, any language needs enough time to be learnt. Nowadays approximately 375 million people speak English around the world and there are more than 50 English speaking countries, where English is either the official primary language. Due to the fact that the English language is widely used either the official primary language or the second language in most countries, the learners of the language among Uzbek people are also getting more and more and it is used by almost everybody in all fields of our life. Anybody either he/she learns or teaches the language are advised to compare the language with their L1 while teaching, as it

helps the learners to catch the information easily.

### MATERIAL AND METHODS

There are some benefits of teaching English by comparing with the first language. The majority of learners tend to learn a foreign language by comparing with their native language. Before producing the current new language, learners think in their native language, so being aware of the differences and similarities of both languages make them understand the structure easily which helps to produce the target language easily. Moreover, it is not easy to catch the new information without knowing the equivalent of the given topic in mother tongue. It means that the teacher should be able to conduct a lesson with clear instructions comparing these two or three languages. So one of the best ways of



teaching and learning any foreign language is comparing these two languages. But it doesn't mean that the teacher should use L1 during the whole lesson. The main purpose is to explain anything either it is grammar or lexicology by comparing, so the teacher should be able to compare and show the similarities and differences of these two languages.

## RESULTS

The aim of this article is to show the proper ways of comparing both languages in teaching. In order to be clearer some samples are compared in English and Uzbek. While English belongs to the Romanic language family, the Uzbek language is related to Turkish. English shares a lot in common like Spain and Italian and Uzbek is a closer to Turkish and Kazak languages. Though both of them go to different families of languages, they have some similarities and differences to compare. Such comparing makes the lesson more effective and fruitful and helps the learners to use the language properly not only during the classes, but also in everyday life.

## DISCUSSION

One of the similarities of both languages is the Alphabet. In fact, these two languages use Latin alphabet, yet there are some letters which are quite different both in spelling and writing. Moreover, the letters which exist in Uzbek are not easy to pronounce in most languages. For example, the letters "Q" and "G" can be changed to "K" and "G", yet they have quite non-identical pronunciation. But they have similar spelling. On the contrary, some letters in

English have unfamiliar accent for Uzbek learners. For example, most Uzbek learners may get confused using the letters "W" and "V". Both can be changed to "V" in Uzbek. Moreover, the letter "R" is produced much harder in Uzbek than English.

Some letter combinations as "CH", "SH" and "NG" have the same pronunciations in both languages, which make them easily catch the rules.

The Uzbek language has a similar number of consonants to English, but their sounds do not fully overlap. The /θ/ and /ð/ sounds do not exist in Uzbek, so words such as *thick* and *these* are predictably difficult to guess.

The hardest for Uzbek learners is to learn the right spelling of English words. Because some letters can be omitted or changed while saying, this makes the learners get confused. So in this case only the person who knows English very well can produce these words properly. So any teacher should explain the phonetics from the early days of teaching. However, Uzbek doesn't have any transcription to learn, as all the letters can be produced. Though if other learners spell Uzbek words with different syllable stresses they don't lose their meanings.

The grammar of English and Uzbek can hardly share something together. Word order in the sentences is quite different and it slows down the speaker to make up sentences, especially for novice. Moreover, making questions with different auxiliary verbs in different tenses get the learners to get confused. The hardest part of grammar is explaining the definite and indefinite



articles. Because there are no articles in Uzbek. They can be compared with some words as “one” and “that” only.

Another problem in teaching English is the prepositions. The problem is that there are no prepositions in Uzbek, so it can be compared with only some auxiliary words. Moreover, they can be used only after nouns in possessive case, while in English prepositions are used before nouns only.

Eg: Ruchka stolning tagida. The pen is under the table.

Stolning ustida qalam bor. There is a pencil on the table.

It can be seen that the words with “ning” nouns in Possessive case, and “tagida” and “ustida” are auxiliary words.

One of the other misunderstandings is the cases in two languages. English has only two cases (Common and Possessive cases), while in Uzbek they are six (bosh, qaratqich, tushum, jo’nalish, o’rin-payt, chiqish kelishiklari). Only two cases used in the same way in both languages and other cases in Uzbek are overlapped by prepositions in English.

Eg. Common case: Saida (English) = Bosh kelishik: Saida (Uzbek)

Possessive case: Saida’s book = Qaratqich kelishik: Saidaning kitobi.

The place of parts of speech is another distinctive point in these two languages which makes language learners get confused easily. The place of Subject and Verb is table in the English language

following each other all the time. However, inversion (interchangeable places of parts of speech in a sentence) may occur within a context. As a literary device, inversion refers to the reversal of the syntactically correct order of subjects, verbs, and objects in a sentence. This type of inversion is also known as anastrophe, from the Greek for “to turn back.” In English there is a fairly strict order in which sentences are constructed, generally subject-verb-object (many other languages permit more arrangements of the parts of a sentence). For example, it’s syntactically correct to say, “Yesterday I saw a ship.” An inversion of this sentence could be “Yesterday saw I a ship,” or “Yesterday a ship I saw.” These samples are have common features with these following sentences in Uzbek. For example, it is also possible to say “Bugun maktabga boraman. Boraman bugun maktabga. Maktabga bugun boraman”. However, in some other inversions demand quite different structure “Auxiliary verb + S + Verb”. For example, “Were I you, I wouldn’t do that”, or “Had I known the situation”. These examples show that different styles accept different forms of sentences above according emphasis of the part of speech with which the sentence starts.

## CONCLUSION

These are only some samples for teaching English and L1 by showing their differences. A teacher can find the most suitable way for her/himself and make the lessons easier and clearer. Both teachers and students have to use L1 while in the classroom. Some students prefer L1 to the second language or vice versa. These can be some complexities. Anyway teachers should be able to conduct their lessons properly; they must take into account their students’



interests, likes and dislikes. Without both languages, we wouldn't be able to

understand the complexities of L1 within the foreign language classroom.

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