

**COMPARATIVE TYPOLOGY OF RUSSIAN AND UZBEK FOR UNIVERSITY
TEACHERS IN FOREIGN LANGUAGE GROUPS**

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ANNOTATION

One of the methods of the scientific study of languages is the comparison of the facts of the studied language with the corresponding facts of the native language. Such a comparison helps to identify not only what is common and similar, but also what is different and special in each of the languages being compared. This is precisely the difference between the comparative-historical study of related languages, which mainly refers to the study of related and unrelated languages, which aim to identify not only the general, but also the special, specific in the studied languages.

Keywords: A large number of manuals on this topic are due to both extra linguistic factors, the category of case due to inflectional expression, its own system of declension, and agreement with nouns.

Methodological directions for studying the grammatical structure of the Uzbek and Russian languages (including in a comparative aspect) in Uzbekistan have long traditions and are currently actively developing, a large number of textbooks on this topic are being published. However, a common drawback of most of such publications, from our point of view, is insufficient attention to the typological contrasts of the grammatical systems of the Uzbek and Russian languages, namely, they create “problem” areas of mastering these languages. [1. c 248]

The problems of teaching the Russian language to representatives of the near abroad, in particular to Uzbeks, are due to both extralinguistic factors and linguistic factors proper. Among the extralinguistic factors, one should single out the ideological orientation of the educational standards of the states - the former Soviet republics. The Russification policy pursued in the post-Soviet period in Uzbekistan is one of the main reasons why Uzbek students, coming to Russia, do not know Russian well enough.

Due to the fact that basic knowledge of the Russian language is available, the initial stage of training should be aimed at further developing communication skills. The students themselves quickly and often spontaneously begin to communicate with native speakers. However, subsequently, the lack of a systematic and conscious approach to the study of the Russian language can create difficulties in mastering the written language of the scientific style. [2. c 200-206]

Let us list the most problematic topics of Russian morphology for the assimilation of Uzbek students.

1. The grammatical categories of gender and animation, giving a projection on the syntactic norms of agreement, which is associated with a high percentage of speech errors of Uzbek students. The neuter gender, which does not find support in the category of the non-person of the Uzbek language, is often idiomatic for Uzbek students, which is associated with the difficulties of mastering the impersonal sentences of the Russian language. For the same reason, there are numerous mistakes in reconciling inanimate nouns with adjectives or verbs of the past tense, for example: a small radish, the computer did not work.

2. The category of case due to inflectional expression, the multitype declension of nouns in Russian against the background of a strictly unambiguous expression of case meanings with a limited set of affixes in the Uzbek language, as well as the multitype nature of the control connection in Russian.

3. Grammatical categories of a kind and voice, their semantics and formal expression. The category of the species, like the category of the genus, is absent in the Uzbek language, which causes both the

difficulties of their assimilation by Uzbek students, and the need to pay special attention to them in the learning process. However, the presence of the pledge category in the Uzbek language, perhaps, does not simplify the assimilation of the Russian category of the same name by the Uzbek audience, since in each language the expression of subject-object relations receives a different "arrangement". For Uzbek students, it is difficult to use the postfix -sy (as well as many Russian prefixes), for Russians - the consistent application of the compulsory pledge of the Uzbek language. Note that the interaction of the type and voice in the Russian language predetermines the multiplicity of derivational categories of verbs. "In the formation of word-formation categories, the type and the pledge always act together, however, in relation to one SC, the impact of the category of the species is stronger, in relation to others - the pledge. In the zone of the predominant action of the species there are word-formation categories "spatial modification of action"; "Multiplicity of action"; "Intensity of action"; "Temporary limited action"; "The effectiveness of the action". In the zone of preferential action of the pledge - the word-formation categories of the IC "behavior", "formation", "causation" [3, p. 21-23]. In the Uzbek language, only two derivational categories are characteristic of the verb: "formation" and "causation".

4. A complex system of participles in the Russian language, since the participles of the Uzbek language are more of the same type.

5. Variation of forms of comparative degree in Russian.

Specific in relation to the Uzbek language is the category of completeness / brevity: beautiful and etc. The most important in the selected aspect of the study is the "set" of grammatical categories characteristic of a particular language. The very presence or absence of certain GCs is a vivid typological characteristic of a given language and largely determines the specifics of the organization of its lexical composition.

And in Russian, and in Uzbek, and in other languages, an adjective that serves as a definition of a noun is a semantically and functionally dependent part of speech. On the other hand, the place of adjectives in the general system of parts of speech of the Russian and Uzbek languages is completely different. The adjectives of the Russian language act as a clearly defined grammatical class, characterized by categories of gender, number, case, comparison, their own declension system, agreement with nouns. Morphologically, the adjectives of the Uzbek language show a peculiar syncretism with nouns, and the noun is often used as an adjective, for example: tosh uy - stone house; po'lat pichoq - steel knife; non mahsulotlar - bread products. And on the contrary, the adjective is often substantivized, for example: pakana - short, dwarf.

The process of substantiating adjectives in the Russian language is more complicated, in which inflection essentially plays the role of a word-formation affix, for example: white > white (noun meaning male face). Typological contrasts permeate both the morphemic and word formation of the compared languages, but this requires consideration in separate articles. [5. c 150].

Thus, in our opinion, in textbooks and manuals on comparing Uzbek and Russian grammar, vocabulary, word formation, one of the methodological "cores" should be typological contrasts of grammatical systems. Of course, it is not necessary to saturate the manuals with complex theoretical material, however, the system of exercises, recommendations, test tasks, etc. should be drawn up taking into account these contrasts, in order to overcome the difficulties in mastering the material associated with them.

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