

## **TYPES OF CONTRAST OF THE GRAMMATICAL SYSTEMS OF THE RUSSIAN AND NATIONAL LANGUAGES**

Kamola Abdullaevna Shokarimova  
Lecturer at Chirchik State Pedagogical University

### **Abstract**

At present, the problems of contrastive linguistics are extremely relevant. "Contrastive linguistics is a direction of research in general linguistics that is rapidly developing. The goal of contrastive linguistics is a comparative study of two, less often several languages in order to identify their similarities and differences at all levels of the language structure. Early sources of contrastive linguistics can be considered observations on the differences between a foreign (foreign) language compared to the native one, which were reflected in grammars published in various countries, and work on the typological comparison of unrelated languages, carried out in connection with the tasks of the typological classification of languages ....

**Keywords:** Uzbek language, Russian language, language, contrastive linguistics, affix, category, system, foreign language, word-building category, comparative analysis.

As a rule, contrastive linguistics operates with materials on a synchronous cut of the language. The methods used in contrastive studies, on the one hand, are closely related to the development of theory in various areas of modern general linguistics, and on the other hand, they depend on the goals and orientation of a particular work of a contrastive nature. In works aimed at improving the methodology of learning a foreign language, the native language is taken as the initial model - "language standard", with which the studied foreign language is compared along the line of similarities and mainly differences. Works of this kind usually cover the entire field of grammar as a whole ...

As noted in the "Linguistic Encyclopedic Dictionary", "in quantitative terms, works on different levels of the language are unevenly distributed: most of all - on contrastive grammar, less - on contrastive phonology, even less - on contrastive comparison of lexical systems ... "

The most important in this aspect is the "set" of grammatical categories characteristic of a particular language. The very presence or absence of certain GCs is a striking typological characteristic of a given language and largely determines the specifics of the organization of its lexical composition. However, it should be noted that the specificity of the lexical systems of different languages is largely determined by the specifics of the organization of grammatical systems, primarily by the system of grammatical categories and the specifics of ways of expressing grammatical meanings, as well as the specifics of word-formation categories. "From the point of view of the theory of nomination, it is very significant, for example, whether the semantic attribute "sex", reflected in the grammatical category of gender and the derivational category of

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong Learning is a scholarly peer reviewed international Journal**



femininity, is included in the name of a person, as in Russian, whether it is accentuated or neutralized ...

It is in grammatical differences that very significant, in our opinion, differences in the language pictures of the world of the Russian and Uzbek languages are manifested. Therefore, the identification of contrasts of lexical systems is necessary for the Russian and Uzbek languages, in our opinion, it is necessary to begin with the identification of contrasts of grammatical systems.

The most contrasting in Russian and Uzbek languages are the categories of gender and person-non-person, which largely determine the specifics of the lexical and word-building systems of these languages.

The most significant features of the contrast between the morpheme systems of the Russian and Uzbek languages are the following: "1. In the Russian language, the main way of expressing grammatical meanings is inflection, which is characterized by the properties of polysemy, syntacticity and representation in the form of paradigmatic complexes. There is no such class of morphemes in the Uzbek language. 2. For the Russian language, both post-root and pre-root morphemes are productive. In the Uzbek language, prefix morphemes are represented by a small number of borrowed morphemes of Persian-Tajik origin, which, however, play an important role in the formation of names. It should be emphasized the absence of verbal prefixes in the Uzbek language"

Another feature of the typological contrast is the wide representation in the Russian language and the absence in the Uzbek language of complex derivational affixes, which are a combination of a prefix and a suffix, a prefix and a postfix or a prefix, a suffix and a postfix, for example: on-knee-ik, so-besed-nik, raz-run-sya, s-fly-sya, o-bankrupt-and (t) – sya

The Russian and Uzbek languages are genetically unrelated and typologically contrasting: the Russian language belongs to the Slavic languages; it is an inflectional type of language with the determinant "maximum use of polysemantic affixes", at the same time, it should be noted in its structure the growth of the phenomena of analyticism and partially agglutination. The Uzbek language belongs to the Turkic language family (Chagatai, or Eastern subgroup); it is an agglutinative type language with the determinant "the sparing use of unambiguous affixes".

"A grammatical category is represented by a set of word forms and grammatical meanings expressed in them; it is organized by at least two grammatical meanings that are components of this category and are connected with it by hierarchical relations." If this definition is extended to all types of linguistic categories (LC), then LC can be defined as a system of homogeneous linguistic meanings expressed by one or another formal means. The formality of LC is also indicated by the above definition; this is an important property of language categories.

The nouns of the Russian language have grammatical categories of gender, number, case, animation-inanimateness.

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong Learning is a scholarly peer reviewed international Journal**



The nouns of the Uzbek language have the categories of number, case, belonging, definiteness of indefiniteness and person-non-person.

The most contrasting in Russian and Uzbek languages are the categories of gender and person-non-person, which largely determine the specifics of the lexical and word-building systems of these languages.

Word formation dialectically combines mutually exclusive properties - universal and non-universal, regular and irregular, productive and unproductive, finite and infinite, creative and reproducible. Thus, the word-formation subsystem cannot but reflect the specifics of each language and, at the same time, the common features that unite different language systems.

The agglutinative Uzbek language with the determinant "economical use of unambiguous affixes" is characterized by the presence of a few ways. There is an impression that the word-formation systems of these two languages are completely allomorphic, which is not true.

Since the method of formation and the word-formation type (ST) are related as general and particular, the appeal to the ST as a unit of comparison in the study of languages of different systems does not change the essence of the matter.

From our point of view, the word-formation category (SC) should become the unit of comparison of languages with different systems. It is necessary to note the universality of the concept of SC as a unit of comparative analysis. The development of the theory of SC as a complex unit of synchronous word formation was especially important for comparative linguistics.

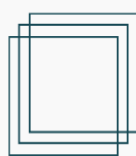
"Onomasiological categories — and within these categories word-building categories as a semantic model abstracting from specific word-building types — is tertium comparationis. Comparing the realizations of word-building categories, one can establish the different abilities of languages to express individual meanings by specialized word-building means.

The task of comparative analysis is to describe and compare the simulated meanings of derivative words, to create a typology of SZ and SK. Due to the complete or almost complete divergence of the plans for expressing languages of different systems, the approach to their study from the formal-functional side is very difficult and not always effective.

On the contrary, due to the significant similarity of the plans of the content of languages, many of their word-formation categories can be recognized as universal.

Russian word-formation is characterized by a plurality of ways and word-formation types, as well as their wide variability, manifested in morphological modifications.

In Russian, as an inflectional language, the asymmetry of form and content in the morphemic and word-formation systems is widely represented.



1. This is manifested primarily in the presence of zero endings and suffixes, for example: forest () - forests, water - waters (), wife - wives (); spill - spill (), run - run (), quiet - quiet (), spouse - spouse () a, godfather - godfather () a, etc. "In the Uzbek language, due to the clear, strict morphemic structure of the word and consolidation behind certain affixes of certain meanings there can be neither zero grammatical nor zero derivational indicators.

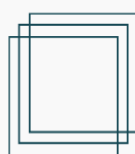
2. In Russian, there are a large number of words with a related root (for example, about-u-t, raz-u-t, ego-ist, ego-ism, from-nya-t, accept, isolate, isolate -ator, isolation, etc.). The associated root is called a radixoid. In the Uzbek language, the root, like affixes, is stable in semantic and formal terms.

3. A striking evidence of the asymmetry of form and content is the presence of lexemes of a non-first degree of articulation, cf. teacher - teacher, student - student (1 degree of segmentation, because the word is easily segmented both along the root line and along the formant line, which in this case has the meaning of feminine), post office - post office, glass - bugle (P degree of segmentation, so as the root is easily singled out, and the semantics of the affix is unclear), beef, boiled pork (III degree of articulation, since the affix indicates the value of materiality, and the semantics of the root without the affix is indefinite). "A big problem in terms of determining derivation in Russian word formation was words like viburnum, raspberry, currant, shepherd, barley, garbage, boiled pork, bird, egoist, whitish, snub-nosed, post office, bugle. These words are combined into rows along an affix-like segment (viburnum, raspberry, currant, lingonberry contain the so-called "berry" suffix, in fact, this is one of the indicators of the SC "substantiality"), and there is no generating word, or there is a formant, but the formant represents is a unique formation with an unclear meaning (barley, post office, bugle, snub-nosed). Unique formants are called unifixes, and unique connected roots are called uniradixoids.

In relation to the Uzbek language, there is no need to single out a special subclass of segmented words: as a rule, words segmented by the root and affix are derivatives. The Uzbek language, as an agglutinative language, is characterized by a clear morphemic structure, comparative easy isolation of formally and semantically stable roots and affixes.

The presence of zero morphemes, connected roots, words of a non-first degree of articulation is explained by the solidity of the Russian lexeme, a high degree of fusion and close interaction of roots, affixes and inflections, which is typical for the fusional nature of the combination of morphemes in a word form. This is facilitated by the practical necessity of morphonological transformations during inflection and word formation.

Obvious features of contrast are also characteristic of the structure of word-formation chains (SC) and word-formation nests (SG) of the Russian and Uzbek languages.



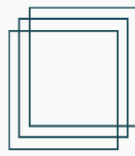
The SG of the Russian language is characterized by multi-stage: union -\u003e allied -\u003e ally -\u003e allied -\u003e allied, new -\u003e update -\u003e update -\u003e updater, work -\u003e develop -\u003e developer -\u003e developer.

“The derivational nests of the Uzbek language are more compact, grammatical, predictable, although many of them include idiomatic formations, for example, ish - work, ishbay - piecework, ishbilarmon - an expert in his field, craftsman, ishbilarmonlik - knowledge of the matter, ishbob - fit for work, ishboshi - head, leader, ishboshilik - leadership, ishbosh o'aruvchi - manager of affairs ”

It should be added that the SGs of the Uzbek language are usually one- or two-step, despite the potential polynomiality of the Uzbek word form, since grammatical and derivational affixes in this word form alternate

### **REFERENCES:**

1. Абдуллаевна, Ш. К., & Фагимовна, Ш. Н. (2020). Нетрадиционные методы обучения русского языка и литературы. Суз санъати,(3).
2. Shokarimova, K. A. (2021). The way of improving reading and writing skills during the lessons. Academic research in educational sciences, 2(2), 1032-1040.
3. Shokarimova, K. A. (2020). Pedagogik qobiliyat va pedagogik mahoratning talimtarbiya berishdagi ahamiyati. Science and Education, 1(Special Issue 2), 146-151.
4. Shokarimova, K. A. (2022). THE IMPORTANCE OF VOCABULARY WORK IN LEARNING THE RUSSIAN LANGUAGE FOR NON-LANGUAGE GROUPS. American Journal of Pedagogical and Educational Research, 6, 62-68.
5. Abdullaevna, S. K. (2022). The use of pedagogical technologies in teaching the Russian language and literature. ACADEMICIA: An International Multidisciplinary Research Journal, 12(9), 109-113.
6. Шокаримова, К. А. (2021). СРЕДСТВА НАГЛЯДНОСТИ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА. Academic research in educational sciences, 2(CSPI conference 2), 279-283.
7. Abdullaevna, S. K. (2021). THE CULTURE OF STUDENTS'SPEECH. Emergent: Journal of Educational Discoveries and Lifelong Learning, 2(5), 1-3.
8. Abdullaevna, S. K. Methodology of Teaching the Russian Language in Pedagogical Universities.
9. Юсупова, Ф. М. (2020). О преподавании русского языка в условиях модернизации образования. Международный журнал искусство слова, 3, 257-264.
10. Юсупова, Ф. М. (2019). К ВОПРОСУ ОБ ОБЩНОСТИ И ОТЛИЧИТЕЛЬНЫХ ПРИЗНАКАХ ПАРЕМИОЛОГИЧЕСКИХ ЕДИНИЦ ЯЗЫКА. ББК 81 П996, 99.
11. Musurmonov, R., & Sharaxmatova, A. K. (2021). OLIY TA'LIM MUASSASALARIDA PEDAGOGIK MULOQOT VA UNING AHAMIYATI XUSUSIDA. Academic research in educational sciences, 2(10), 755-760.



12. Sharaxmatova, A. K., Abdullayev, J., & Sayfiyev, S. (2022). DARS MASHG'ULOTLARIDA REFLEKSIV METODLARDAN FOYDALANISH. PEDAGOGS jurnali, 4(1), 74-80. Шапахматова, А. К. (2022). ВОСПИТАНИЕ ЕСТЬ ИСКУССТВО. PEDAGOGS jurnali, 7(1), 161-165.
13. Nurmamatov, S., & Davronov, A. (2022). PRACTICAL SIGNIFICANCE OF PROFILING METHODS IN PEDAGOGICAL PSYCHODIAGNOSTICS. Science and innovation, 1(B8), 1224-1227.