

O'ZBEKISTON RESPUBLIKASI
OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
NAVOIY DAVLAT PEDAGOGIKA INSTITUTI

Pedagogika oily o'quv yurtlari bakalavr yo'nalishida tahsil
olayotgan talabalar uchun

“Ingliz va ona tillarining qiyosiy tipologiyasi ”

fanidan

O'QUV – USLUBIY MAJMUA

Navoiy– 2011

ANNOTATSIYA

Pedagogika oily o'quv yurtlari bakalavr yo'nalishida tahsil olayotgan talabalar uchun "Ingliz va o'zbek tillarining qiyosiy tipologiyasi" fanidan o'quv – uslubiy majmua. Navoiy, 2011.

Ushbu o'quv-uslubiy majmua "Ingliz va ona tillarining qiyosiy tipologiyasi" fani asosida yaratilgan bo'lib, unda ma'ruzalarni o'rganish bo'yicha bakalavr ta'lim yo'nalishlari uchun davlat ta'lim standarti, o'quv dasturi, o'quv qo'llanma, ta'lim texnologiyasi, ko'rgazmali taqdimot slaydlari, test savollari, kurs ishi va bitiruv malakaviy ishlar mavzulari ro'yxati jamlangan.

Mazkur o'quv – uslubiy majmuada ingliz va ona tillarni qiyoslab o'rganishda uchraydigan dolzarb nazariy va amaliy masalalari, fanning asosiy tushuncha va atamalari hamda mavzular chuqurlashtirilgan holda o'rganilishi ko'zda tutilgan. Dastur ma'ruzalar va seminar mashg'ulotlarini mustaqillik davrida amalga oshirilgan bevosita ingliz, o'zbek va rus tillarining qiyoslov tahlili asosida ko'rilishini o'z oldiga maqsad qilib qo'ygan.

Mazkur o'quv – uslubiy majmua oliy o'quv yurtlari talabalari uchun tavsiya etiladi. Shu bilan birga o'quv – uslubiy majmuadan o'qituvchilar, ilmiy xodimlar, aspirant va tadqiqotchilar, respublikamizda tilshunoslik sohasida olib borilayayotgan ilmiy tadqiqotlarga qiziquvchilar foydalanishlari mumkin.

Tuzuvchi: **o'qituvchi D.A.Ergashova**

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Асосий дарсликлар ва ўқув қўлланмалар

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1. PREFACE

Comparative typology as a science which studies the principles of language systems of the related and non-related languages. It is the most topical issue in

Contrastive linguistics. Particularly, there are a few scientific research investigations have been carried out by linguists on principles of comparative study of language systems concerning the Uzbek, English and Russian languages.

It is known that the linguists always pay much attention to identical features of the related and non-related languages in their language structure. Languages are divided into related and non-related languages according to identical or distinctive features.

1.1. The aim and tasks of Comparative typology

Comparative typology studies the lexical and speech units of languages from the aspects of typological comparison. It also studies the main principles, methods and possibilities of comparison of the language systems. Like the other disciplines it has its own history, object of investigation, subject of scientific research and language material.

Training of highly qualified specialists in the field of foreign languages is required to be equipped them with theoretical and practical knowledge on Comparative typology.

The main aim of this subject is to equip future specialists of foreign languages with theoretical foundations of Comparative typology and to improve their habits and skills on learning languages' structure.

1.2. Requirements

The main requirements for future bachelors in the field of foreign languages consist of that they are able to know the main nation and terms on this subject, and to improve habits and skills on Comparative typology of a foreign language and mother tongue.

Bachelors are also required to get to know the scientific research works done under various genre in the English language and mother tongue.

1.3. Comparative typology and its inter subject relations

Comparative typology is considered as the main component in the process of training bachelors in the field of foreign languages. At the same time it is closely connected with other theoretical and practical subjects as History of English language, Basis of philological and methodical investigation, Comparative Grammar of the English and mother tongue, Comparative Grammar of the English and Russian languages, English Grammar, English lexicology, Theoretical Phonetics of the English language, English Stylistics and Modern Uzbek (Russian) languages etc.

1.4. New technologies in teaching Comparative Typology

It is advisable to use the latest achievements of modern pedagogical technologies in teaching Comparative typology. It is also designed for demonstration of new achievements of the scientific investigations.

1.5. Semesters and methods of teaching Comparative Typology

Teaching Comparative Typology in semester YII. Visual aids, text-books (some of them regarded in the list of used literature) are used at the lectures and seminars which published on Comparative Typology in our country and abroad.

1.6. Total and types of educational work

Lectures–36 hours

Seminars – 28 hours

Practical work – 52 hours

Extracurricula work – 116 hours

1.7. Scoring table on Comparative Typology

Students' rating is on Comparative Typology generalized in each semester according to the following scoring table:

Scoring table

RC-45 IC-40 FC-15 Total-100

The score divisions are given as the following:

from 86 to 100 is excellent;

from 71 to 85 is good;

from 55 to 70 is satisfactory.

RC	IC	IC	FC
12-11= "4"	12-11= "4"	16-14= "4"	26-21= "4"
10-8= "3"	10-8= "3"	13-12= "3"	20-17= "3"
7-0 = "2"	7-0 = "2"	11-0 = "2"	16 -0= "2"

“INGLIZ VA ONA TILLARINING QIYOSIY TIPOLOGIYASI”

FANIDAN TA'LIM TEXNOLOGIYASI

1 Mavzu:Introduction. The subject matter of general typology.

Vaqtı – 2 soat	Talabalar soni: 50 - 75 nafar
O'quv mashg'ulotining shakli	Kirish, visual ma'ruza

Ma'ruza mashg'ulotining rejasi	<p>“Ingliz va ona tillarining qiyosiy tipologiyasi ” fanining maqsadi, vazifalari, boshqa fanlar bilan aloqasi,</p> <p>2. Qiyosiy tipologiya haqida tushuncha ;</p> <p>3. Ingliz ,o'zbek va rus tillarining qiyosiy tipologiyasi uni tillarni qiyoslab o'rganishdagi ahamiyati, o'rni, boshqa fanlar bilan aloqasi;</p> <p>Lingvistik va nolingvistik tipologiya;</p> <p>5. Tipologik klasifikasiya haqida umumiy ma'lumot berish;</p> <p>6. Ingliz va ona tillainig qiyosiy tipologiyasi fani tarixini tadqiqot qilish manbalari</p>
<p>O' quv mashg'ulotining maqsadi: “Ingliz ,o'zbek va rus tillarining qiyosiy tipologiyasi uni tillarni qiyoslab o'rganishdagi ahamiyati, o'rni, boshqa fanlar bilan aloqasi”.</p>	
<p><i>Pedagogik vazifalar :</i></p> <ul style="list-style-type: none"> -“Ingliz va ona tillarining qiyosiy tipologiyasi ” fanining maqsadi, vazifalari, boshqa fanlar bilan aloqasi, hajmi va mazmuni bilan tanishtirish; -Qiyosiy tipologiya haqida tushuncha berish ; - Ingliz ,o'zbek va rus tillarining qiyosiy tipologiyasi uni tillarni qiyoslab o'rganishdagi ahamiyati, o'rni, boshqa fanlar bilan aloqasini tushuntirish; - Lingvistik va nolingvistik tipologiya haqida ma'lumot berish; - Tipologik klasifikasiya haqida umumiy ma'lumot berish; - Ingliz va ona tillainig qiyosiy tipologiyasi fani tarixini tadqiqot qilish manbalari haqida ma'lumot berish. 	<p><i>O'quv faoliyatining natijalari:</i></p> <p>Talaba:</p> <ul style="list-style-type: none"> -“Ingliz va ona tillarining qiyosiy tipologiyasi ” fanining maqsadi, vazifalari, boshqa fanlar bilan aloqasi, hajmi va mazmuni bilan tanishtirish; - Ingliz ,o'zbek va rus tillarining qiyosiy tipologiyasi, uni tillarni qiyoslab o'rganishdagi ahamiyati, o'rni, boshqa fanlar bilan aloqasi to'risida ma'lumotga ega bo'ladi; - Tipologiya va uning turlari haqida ma'lumotga ega bo'ladi - Tipologik klasifikasiya haqida umumiy ma'lumotga ega bo'ladi; - Ingliz va ona tillainig qiyosiy tipologiyasi fani tarixini tadqiqot qilish manbalari haqida ma'lumotga ega bo'ladi;
`	<p>Vizual ma'ruza , blits-so'rov, og'zaki bayon qilish, Klaster.</p>
O'qitish vositalari	<p>Kompyuter, proyektor.</p>

O'qitish shakli	Jamoa va kichik guruhlarda ishlash
O'qitish shart sharoiti	Proyektor , kompyuter bilan jihozlangan auditoriya

Ma'ruza mashg'ulotining texnologik xaritasi

Bosqichlar , vaqti	Faoliyat mazmuni	
	O'qituvchi	Talaba
1 – bosqich. Mavzuga kirish Kirish (10 min)	<p>1.1. Ma'ruza mashg'ulotining mavzusi, maqsadi, rejasi, va o'quv mashg'ulotidan kutilayotgan natijalar ma'lum qilinadi. (1-илова).</p> <p>1.2. Foydalanilgan adabiyotlar ro'yxatini taqdim etadi. 3. Fanninig hajmi , nazorat turlari bilan tanishtiradi.</p>	<p>1.1. Eshitadi, yozib oladi.</p> <p>1.2. Yozib oladi.</p> <p>1.3. Ma'lumotlarni qabul qiladi va yozib oladi.</p>
2-bosqich. Asosiy (60 min.)	<p>2.1. "Ingliz ,o'zbek va rus tillarining qiyosiy tipologiyasi " fani to'g'risida ma'lumot beradi.</p> <p>2.2 Lingvistik tipologiyaning maqsadi va vazifalari; fanga kirib borishning turli yo'nalishlari haqida ma'lumot beradi</p> <p>2.2. Lingvistik va nolingvistik tipologiya tushunchalari haqida ma'lumot beradi</p> <p>2.3. Tipologik klasifikasiya haqida umumiy ma'lumot beradi;</p> <p>2.4. Ingliz va ona tillaining qiyosiy tipologiyasi fani tarixini tadqiqot qilish manbalari haqida ma'lumot beradi.</p>	<p>2.1. Tinglaydi yozib oladi.</p> <p>2.2. Tinglaydi Eslab qoladi.</p> <p>2.3. Tinglaydi Eslab qoladi.</p> <p>2.4. Tinglaydi Eslab qoladi.</p>
3-босқич. Якуний (10 мин.)	<p>3.1. Mavzuga yakun yasaydi, xulosalarni shakllantiradi va talabalar e'tiborini asosiy masalalarga qaratadi faol 1 ishtirok etgan talabalarni rag'batlantiradi.</p> <p>3.2. Mustaqil ish uchun vazifa: - "Ingliz va ona tillarining qiyosiy tipologiyasi" fanida qiyoslanishi mumkin bo'lgan tushunchalarga oid klaster tuzish vazifa qilib beriladi. - Mavzuga oid savollarga oid javob tayyorlab kelish topshiriladi.</p>	<p>3.1. Eshitadi, aniqlashtiradi.</p> <p>3.2. Topshiriqni yozib oladi.</p>

Vizual materiallar

Lecture-1. The Subject Matter of comparative Typology Uzbek, Russian and the English languages

Problems for discussion:

◎ Aim of comparative Typology. Different approaches to the subject.

◎ Linguistic and non-linguistic typology.

◎ Definition of linguistic typology.

◎ Method of investigation.

◎ Definition of linguistic typology.

- ◎ The language is the important and surprisingly perfect means of mankind's intercourse and exchange of views. The language is the system of signs, which has two aspects: the plan of expression and the of meaning. These two aspects of the languages make up its structure.
- ◎ Analyzing some languages we can easily notice the great similarity in their vocabulary and grammar. For example, in Russian, Polish and Bulgarian languages we can see many words of common root. These languages belong to one genetic group, that is Slavonic languages. The adequate similarity we can see in the English and German Languages which also belong to one genetic group, that is the Germanic languages.

Mentioned languages are called Indo-European languages. The Uzbek, Turkic, Azerbaijan, Tatar, Turkmen, Kirgiz belong to the Turkic group of languages. These languages are quite different than those of Indo-European, both genetically and typologically.

The linguistic typology investigates not private cases of similarity and distinctions in the structure of languages, but only these phenomenon which have universal character that is, those which include wide circle of similar signs.

The linguistic typology defines those features which separate the languages and those ones which unite them. The term "typology" came from the Greek language. It's origin: **typos-тип, logos-учение**

General typology studies the problems of taxonomy, which studies the theory of classification and systematization on the basis of a comparative method. This method is used not only in linguistics but in other branches of science, too. General typology is divided into linguistic typology and non-linguistic typology

Non-linguistic typology is used in all sciences besides linguistics, such as history, mathematics, chemistry, art, economy and others.

comparison. Some linguists consider that linguistic typology is a branch of general linguistics others consider that it is a self - dependent science about the language. But it has it's own subject matter, it's own methods, branches and history development.

Linguistic typology studies the language systems on the basis of comparison. Some linguists consider that linguistic typology is a branch of general linguistics others consider that it is a self - dependent science about the language. But it has it's own subject matter, it's own methods, branches and history development. The first approach studies the system of any concrete national language. The second approach studies non-related system of English-Uzbek, English- Russian and so on.

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

When the linguistic studies the language diachronically he deals with a certain period. Synchronic approach is a dynamic one. Typology is a linguistic approach non-limited in time. Linguistic typology compares the system of genetically related and non-related languages.

Comparison may be substantial and non-substantial. Substantial comparison is a comparison of some concrete thing of object. Non-substantial comparison is a comparison of system and their elements.

For example, we can compare the grammatical structure of different languages.

Linguistic typology became a self-dependent science or a branch of general linguistics on the base of a Comparative Historical philology. Yu.V.Rojdestvensky writes that languages are considered to be related or non-related according to their correspondence in substance.

© There are some famous linguists nowadays who study the language systems in comparison.

Yu.V.Rojdestvensky,
B.A.Uspensky, V.G.Gak,
G.P.Melnikov, J.B.Buranov,
u.K.Yusupov and others.

© The subject matter of linguistic typology is still a disputable problem

- ◎ because different scholars had their own understanding of this problem. That's why there are two approaches towards this problem.
- ◎ The first: Linguistic typology is a separate branch of science including all kinds of comparison, it's a board sense.

The second: Linguistic typology is a part of comparative linguistics, which is opposed to traditional comparativistics, characterology and areal linguistics. In this case it is identified with structural typology. The principal significance of linguistic typology is that the latter operates with the limitation of the number of compared languages. The first group of linguists think that the number of languages under comparison should be unlimited. In such cases we deal with linguistic universals. The second group of scholars suggests that the number of compared languages should be limited by related languages. The third group of linguists thinks that the number of compared languages can be even two, including related or non-related languages.

Linguistic typology may be classified according to the following criteria:

1) According to the subject of comparison it consists of:

- a) genetic typology
- b) areal typology
- c) comparative typology
- d) structural typology (typological theory, typological classification, etalon language, language universals).

2) According to the levels of language hierarchy

linguistic typology consists of

- a) theoretical typology
- b) phonological typology
- c) morphological typology
- d) syntactic typology
- e) lexical typology

3) According to two plans of language it consists of

- a) formal typology
- b) semantic typology

The list recommended literature:

- Буранов Д.Ж. «Сравнительная типология английского и тюркских языков». Москва, «Высшая школа», 1983 год.
- Буранов Ж. «Инглиз ва узбек тиллари киёсий грамматикаси». Тошкент, «Укитувчи», 1973 год.
- Аракин В.Д. «Сравнительная типология английского и русского языков». Л, 1979 год.
- Кацнельсон С.Д. «Типология языка и естественное мышление». Л, 1972 год.
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- Городецкий Б.Ю. «К проблеме семантической типологии». М, 1969 год.
- Бондарко А.В. «Грамматическое значение и смысл». Л, 1978 год.
- Виноградов В.В. «Лексикология и лексикография». М, 1977 год.
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- Успенский Б.А. «Принципы структурной типологии». М, 1962 год.

Key words and expressions to lecture 1.

- **1) Linguistic typology**
- 2) Linguistic and non-linguistic
- 3) Methods of investigation
- 4) General typology
- 5) Related and non-related
- 6) Internal External
- 7) Synchronically and diachronically
- 8) Genetic typology
- 9) Areal typology
- 10) Comparative typology
- 11) Structural typology
- 12) Theoretic typology

- 13) Phonological typology
- 14) Morphological typology
- 15) Syntactic typology
- 16) Lexical typology
- 17) Formal typology
- 18) Semantic typology
- 19) Plan of expression
- 20) Plan of meaning
- 21) Two aspects of the language
- 22) Similarity and distinction
- 23) Universal character
- 24) Adequate similarities and distinctions

2 – Mavzu. Historical survey of comparative typological investigations.

Vaqt – 4 soat	Talabalar soni: 50 - 75 naqar
O'quv mashg'ulotining shakli	Visual ma'ruza
Ma'ruza mashg'ulotining rejasi	<p>1 .Birth of comparative typological studies dictated by the life needs in Central Asia and Europe.</p> <p>2.Mahmud Koshgariy - a founder of comparative typological linguistics in the XI century</p> <p>3.Various approaches to the language types and their classification</p> <p style="padding-left: 40px;">a) morphological classification</p> <p style="padding-left: 40px;">b)syntactical classification</p> <p style="padding-left: 40px;">c)geneological classification</p> <p>4. Conclusion.</p>
O' quv mashg'ulotining maqsadi: Markaziy Osiyo va Yevropada qiyosiy tipologiyaning rivojlanish tarixi va uning umumiy xarakteristikasi bilan tanishtirish va	

umumiy tushuncha berish.	
<p><i>Pedagogik vazifalar :</i> O'qituvchi: 1. Markaziy Osiyo va Yevropada qiyosiy tipologiyaning rivojlanish tarixi va uning umumiy xarakteristikasi bilan tanishtiradi va umumiy tushuncha beradi; XI asr qiyosiy lingvistik tipologiyaning asoschisi bo'lgan Mahmud Qoshg'ariyning tilshunoslikdagi faoliyati va uning asarlari haqida ma'lumot beradi; Til turlari va ularning klassifikatsiyasi haqida ma'lumot beradi; Berilgan ma'lumotlarni ma'ruza yakunida keltirilgan savollarni keltirish va talabalardan javob olish orqali xulosalaydi.</p>	<p><i>O'quv faoliyatining natijalari:</i> Talaba: Markaziy Osiyo va Yevropada qiyosiy tipologiyaning rivojlanish tarixi va uning umumiy xarakteristikasi bilan tanishadi va umumiy tushunchaga ega bo'ladi; XI asr qiyosiy lingvistik tipologiyaning asoschisi bo'lgan Mahmud Qoshg'ariyning tilshunoslikdagi faoliyati va uning asarlari haqida ma'lumotga ega bo'ladi; Til turlari va ularning klassifikatsiyasi haqida ma'lumotga ega bo'ladi; Berilgan ma'lumotlarni ma'ruza yakunida keltirilgan savollarga javob berish vositasida ma'ruzadan olgan ma'lumotlarini xulosalaydi.</p>
	Vizual ma'ruza, blits-so'rov, og'zaki bayon qilish, Klaster.
O'qitish vositalari	Kompyuter, proyektor.
O'qitish shakli	Jamoa va kichik guruhlarda ishlash
O'qitish shart sharoiti	Proyektor , kompyuter bilan jihozlangan auditoriya

Ma'ruza mashg'ulotining texnologik xaritasi

Bosqichlar , vaqti	Faoliyat mazmuni	
	O'qituvchi	Talaba
1 – bosqich. Mavzuga kirish Kirish (10 min)	<p>1.1. Ma'ruza mashg'ulotining mavzusi, maqsadi, rejasi, va o'quv mashg'ulotidan kutilayotgan natijalar ma'lum qilinadi. (1-илова).</p> <p>1.2. Foydalanilgan adabiyotlar ro'yxatini taqdim etadi.</p> <p>1.3. Kalit so'zlar, so'z iborolari va ma'ruza kirish uchun tayyorlangan brainstorming savollar taqdim etiladi.</p>	<p>1.1. Eshitadi, yozib oladi.</p> <p>1.2. Yozib oladi.</p> <p>1.3. Ma'lumotlarni qabul qiladi va yozib oladi.</p>

<p>2-bosqich. Asosiy (60 min.)</p>	<p>2.1 . Markaziy Osiyo va Yevropada qiyosiy tipologiyaning rivojlanish tarixi va uning umumiy xarakteristikasi bilan tanishtiradi va umumiy tushuncha berish;</p> <p>2.2 XI asr qiyosiy lingvistik tipologiyaning asoschisi bo'lgan Mahmud Qoshg'ariyning tilshunoslikdagi faoliyati va uning asarlari haqida ma'lumot berish;</p> <p>3 Til turlari va ularning klassifikatsiyasi haqida ma'lumot berish;</p> <p>2.4 Berilgan ma'lumotlarni ma'ruza yakunida keltirilgan savollarni keltirish va talabalardan javob olish orqali xulosalash.</p>	<p>2.1. Tinglaydi yozib oladi.</p> <p>2.2. Tinglaydi Eslab qoladi,yozib oladi.</p> <p>2.3. Tinglaydi Eslab qoladi.</p> <p>2.4. Eshitadi va savollarga javob beradi.</p>
<p>3-босқич. Якуний (10 мин.)</p>	<p>3.1. Mavzuga yakun yasaydi, xulosalarni shakllantiradi va talabalar e'tiborini asosiy masalalarga qaratadi faol 1 ishtirok etgan talabalarni rag'batlantiradi.</p> <p>3.2. Mustaqil ish uchun vazifa: 1. Methods of typological analysis. a) Comparison as the main method of typological research. b) Methods of typological indexes. Berilgan mavzu va rejaga asoslanib ma'lumot yig'ish va referat tarzida yozish. - Mavzuga oid savollarga oid javob tayyorlab kelish topshiriladi.</p>	<p>3.1.Eshitadi, aniqlashtiradi.</p> <p>3.2. Topshiriqni yozib oladi.</p>

LECTURE #2. T H E M E : " HISTORICAL SURVEY OF COMPARATIVE TYPOLOGICAL INVESTIGATIONS "

PLAN

- 1 .Birth of comparative typological studies dictated by the life needs in Central Asia and Europe.
- 4.Mahmud Koshgariy - a founder of comparative typological linguistics in the XI century
- 5.Various approaches to the language types and their classification
 - a) Morphological classification syntical classification geneological 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 Koshgarie 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 Koshgarie, 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 "nahy" means "syntax".
2. "Devonu - Lugotit-Turk" (Dictionary of Turkic Words).

It is a great pity that the first work by M. Koshgarie has not reached our time, but the second one has. As to the whereabouts 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 view, 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 Rum by then) and ending with China.

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

1. bakanak
2. kipchok
3. oguz
4. yaman
5. bashgir (ie) (башгирий)
6. basmil

7.kai (қай)

8.yabaqu (ябақу)

9.tatar

10.kirghiz (kirkiz)

11.chigil

12.tuhsie (ТУХСИ)

13.yagma (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 group of languages, the latter being called "turkish" by then or "chigotoi language" even later in the XV century.

Historically, in the XVI century only after the Uzbek tribes of t Movarounnahr had been joined by the nomadic 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 centry witness that Mahmud Koshgarie is to be duely 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.

KEY WORDS

Long story, XI-XII-centures, discovery, trade relations; the neccessity 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 liberary genres, stylistic devices.

QUESTIONS

- 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" ?

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GLOSSARY

Approach – come nearer to;(c) way, path, road.

Area – region of the earth's surface ; surface measure.

Areal typology - this branch of linguistic typology deals with geographically limited number of languages.

Articulate – (of speech) in which separate sounds and words are clear.

Branch – division or subdivision of subject of knowledge.

Bowdoin's single morpheme hypothesis - roots and affixes have the same status in the theory, they are morphemes.

Bloomfield's sign base morpheme hypothesis - as morphemes, they are dualistic signs, since they have both (phonological) form and meaning.

Bloomfield's lexical morpheme hypothesis - the morphemes, affixes and roots alike, are stored in the lexicon.

Comparative – having to do with comparasion or comparing.

Comparative Typology - to establish the correlation *between* universal and specific features in languages compared.

Confrontative Linguistics - studies both the similarities and dissimilarities of the languages compared.

Comparison – comparative and superlative position.

Concern – realation or connection; something in which one is interested or which is important.

Content – not wanting any more; satisfied with what one has

Define – state precisely the meaning of words; state or show clearly.

Distinction – being, keeping things different or distinct.

Elaton language - an instrument with the help of which we compare different languages.

External approach – the approach which studies non-related system of English-Uzbek, English- Russian and so on.

Feature – characteristics or striking part.

Genetic –nof genes or genetics.

Genetic closeness - means material identity of the group of compared languages.

Identity – state or being identical; exact likeness

Imitation – something made or done like something.

Implicit – implied though not plainly expressed.

Internal approach – the approach which studies the system of any concrete national language.

Investigate – examine, inquire into;make a careful study of .

Isolate - separate, put or keep aprt from others

Isolation – isolate or being isolated.

Language universals - simply properties that are possessed by all human languages.

Linguistic Universals – the certain phenomenon or regularity which is comon to all languages of the word or to their absolute majority.

Latter – recent; belonging to the end(of a peroid)

Linguistic typology - a part of comparative linguistics, which is opposed to traditional comparativistics, characterology and areal linguistics

Phenomenon – thing that is known to exist by senses.

Previous –coming earlier in time or order.

Quantative – relating to quantity.

Quantity – the property of things which can be measured, eg.size weight number.

Reveal – allow or course to be seen.

Significance – meaning; importance.

Surface – the outside of any object.

System – group of things or parts working together in a regular relation.

System closeness - means the identity or non-identity of structural types of compared languages.

Syllable – minimum rhythmic unit of spoken or written language.

Syllabus – outline or summary of a course of students; programme or lessons.

Syntax – (linguistics) (grammatical rules for) forming sentences.

Symbol – sign, mark, object etc. looked on as representing something.

Taxonomy – which studies the theory of classification and systematization on the basis of a comparative method.

Word formation - the creation of new words from the elements existing in the language.

Tests 1.General typology:

- a) includes theory of translation;
- b) consists of linguistic and non-linguistic typology;
- c) excludes comparison of languages;
- d) includes socio and psycholinguistics.

2. Non - substantial method of comparison deals:

- a) with socio-linguistics;
- b) with comparison of concrete things or objects;
- c) with materialized images or substances;
- d) with comparison of systems & their elements.

3.System closeness deals with:

- a) types in the language;
- b) quantitative limitation of compared languages;
- c) types of languages;
- d) systems of related languages.

4. Quantitative limitation of compared languages means:

- a) genetic limitation of compared languages;
- b) material identity of language elements;
- c) open (close) list of languages;
- d) cross-level approach to comparison.

5.Content approach denotes that:

- a) comparison goes from form to meaning;
- b) comparison goes from the chosen meaning to the means of its expression;
- c) compared categories are similar in the languages under comparison;
- d) comparison is performed on an isolated level of hierarchy.

6. Structural typology:

- a) is different to genetic closeness;
- b) is indifferent to system closeness;
- c) deals with limited number of languages;
- d) uses cross-level approach.

7. Typological classification of languages:

- a) is opposed to morphological classification;
- b) is connected with distribution of language according to their taxonomic features;
- c) is similar to genetic classification;
- d) is a part of comparative typology.

8. The etalon language:

- a) is a specific means or instrument for comparing languages; b) is a typological category;
- c) is similar to morphological classification of languages;
- d) was introduced in the 19th century.

9. Traditional typological classification separates the languages into:

- a) 5 types;
- b) 3 types;
- c) 4 types;
- d) genetic groups or families of languages.

10. Areal typology:

- a) deals with the study of separate common features in the systems of related and non-related language
- b) studies allomorphic features in the systems of related languages;
- c) is indifferent to areal closeness of language?
- d) is a part of general linguistics.

11. Semantic typology:

- a) studies the units of lexical level of hierarchy
- b) studies the units of the content-plan of the language;
- c) deals with semantic classification of languages;
- d) is different to system closeness.

12. Characterology is characterized by:

- a) open list of languages;
- b) close list of languages;
- c) open list of differentiating signs;
- d) is independent from linguistic typology.

13. Typological theory is a part:

- a) of structural typology;
- b) of areal typology;
- c) of genetic typology;
- d) of comparative typology.

14. Comparative-historical linguistics served the basis for:

- a) structural typology;
- b) areal typology;
- c) comparative typology;
- d) genetic typology.

15. Formal typology aims to:

- a) reveal linguistic universals;
- b) establish the general principles of graphic system of world languages;
- c) develop the scale of semantic categories and fields;
- d) work out the principles of typological description.

16. Grammatical categories:

- a) are not limited by the grammatical means of expression; b) are the means of recognition of the morphological

system of the language:

- c) are content-based;
- d) cover all the needs of typological investigation

17. Notional categories were suggested by:

- a) O. Jespersen;
- b) E. Sapir;
- c) A. Reformat'skiy.
- d) J. Buranov.

18. Functional-semantic category:

- a) is distinguished on the basis of morphological category;
- b) is cross-language;
- c) is based on the principle of level isolation;

d) was introduced in the 19th century.

19. Phonological typology:

a) is connected with the expression plan: b) is weakly developed;

c) aims to develop classification of languages based on their phonological peculiarities;

d) coincides with phonetic typology in tasks and goal

20. Morphological typology:

a) operates with typological classification of]

b) has the sub-levels of a phrase and a sentence:

c) defines the formal signs of the world languages:

d) work out basic principles of morphology.

INGLIZ , O'ZBEK VA RUS TILLARINIG QIYOSIY TIPOLOGIYASI FANIDAN KURS ISHI MAVZULARI

1. Branches of linguistic typology
2. The subject matter of Comparative typology
3. Different approaches to the study Parts of Speech
4. Historical development of typology
5. The main parameters of typological categories
6. The basic notions and terms used in General Typology
7. Typology of syntactical systems
8. Branches of Typology according to the level of language
9. Methods of comparative study of language system
10. Universal Grammar
11. Classification of languages according to their morphological
12. Agglutinative languages
13. Comparative historical method
14. Flexional languages
15. The main periods of typological theories
16. Semantic typology
17. Amorphous languages
18. Characterology
19. Morphological structure of a word
20. Rendering of the Uzbek Locative case (Russian) in English
21. Typology of Parts of Speech
22. Typology of word-combination
23. Typology of syntactical systems
24. Typology of wordformation system of the English and Uzbek (Russian) languages
25. Typology of lexical systems