



COMPARATIVE ANALYSIS OF PROFESSIONAL LEXICON IN UZBEK AND ENGLISH LANGUAGE

Mukaddas KODIROVA

Ph.D. assistant of professor of TerSU

Sokhiba Badalova

Master's Degree of Termez State University

sardorrashidov774@gmail.com

Article history:	Abstract:
Received: 30 th January 2022 Accepted: 1 st March 2022 Published: 19 th April 2022	This article describes in detail the comparative analysis of professional vocabulary in Uzbek and English, the comparative analysis of English and Uzbek vocabulary and the phenomenon of interference from the point of view of the studied problem, discourse competence in pragmatic competence, the basic conditions of speech comprehension.

Keywords: Discourse Competence, Vocabulary, Interference, Comparative Analysis, Pragmatic Competence, Potential Vocabulary.

INTRODUCTION:

In the comparative analysis of English and Uzbek lexicons and interference phenomena from the point of view of the studied problem, especially as a result of comparative analysis of English and Uzbek verbs, morphological and grammatical differences between them, such as person, number, tense, differences in morphological and grammatical features such as inclination, proportion, and linguodidactical and methodological difficulties leading to speech interference are identified.

Definition of semantics, paradigmatics, syntagmatics on the basis of nouns and verbs of English and Uzbek languages by comparative analysis.

LITERATURE ANALYSIS AND METHODOLOGY:

In the process of learning English, the student acquires a certain level of understanding of the objects around him and their functions. The effectiveness of learning English is ensured when there is a strong connection with the English equivalent of the word in the student's mind.

In the literature, the objectives of elementary English education are:

- pragmatic or practical communicative (linguistic, sociolinguistic and pragmatic) competencies;
- It is recommended that the general educational goal be to acquire cultural competencies (the cultural heritage of the English speaker being studied).

N.D.Galskova and Z.N.Nikitenko define communicative competence as the ability to use a foreign language effectively and efficiently in order to understand and present information, and refer to the pragmatic component as a practical goal. Discourse in Pragmatic Competence involves expressing ideas in oral or written speech through appropriate linguistic means. Discourse competence refers to the ability to understand and interpret linguistic cues to ensure consistency in oral or written speech[4].

The dictionary of internal possibilities includes: international words (tennis – tennis, kompyuter - computer); conversion (words of the same form but belonging to different word families: color – bo'yamoq; bo'yoq; water – suv; sug'ormoq); compound words made up of familiar words (compounds: book+shop, pencil+box, milk+man, police+man, spider+man, post+man), a couple of words (binominals: record player, second-hand), fixed connections (collocations: set the table, give a hand); word-forming elements are familiar words (teach, play, read – teacher, player, reader). Explaining the meaning of a word to be taught in different contexts and situations of speech is called "semantic and syntactic bootstrapping" in foreign methodology.

RESULTS:

In English and Uzbek, there are similarities and differences in the construction of plural nouns, past tense forms of verbs, and levels of quality. In recent years, the term Corpora or Corpus has been widely used in English teaching methods, and approaches such as lexical approach, situational approach, speech act approach and corpus-informed approach have been developed based on the principle of approaching natural speech in a foreign language[1].

In modern English, it is common to use expressions such as make things happen, go in for sports, here and now activity, make believe activity. Similar incidents are common in Uzbek. A comparative study of Uzbek and English shows that there are significant differences in the morphological and syntactic aspects of the verbs and nouns of both languages[10].

Pragmatic competence is a bridge over the gap between the speaker and the listener. That is, the listener must understand the speaker's intent, intent, and desire to use words to express an opinion, not the sentence itself[8]. It is also called pragmatic competence to use the necessary lexical units wisely to ensure an adequate interpretation of an idea expressed in English. Methodist scholars have recognized the practical goal of expressing opinions orally and in writing in a foreign language, as well as understanding the opinions of others.

There are those who see this concept as teaching the culture of the people whose language is being studied. In general, scholars do not agree on the "practical purpose" of English teaching methods, meaning that they interpret the practical purpose differently in different contexts.

According to I.A. Zimnyaya, this situation prevents the consolidation of a new word in the student's memory and, on the other hand, necessitates the maximum use of the student's language experience in the learning process[11]. In the mother tongue, the word is learned randomly and almost without the involvement of the mind, and the hidden meaning is understood independently in different contexts.

DISCUSSION:

According to D.B. Elkonin, the main conditions for understanding speech are:

- a) to distinguish the subject from the general situation;
- b) focus on the subject;
- d) the presence of a sense of urgency, etc.

Understanding the speech of others is the basis of visual perception. When a child is taught to understand the speech of others, adults are stimulated by a toy. The developmental stages of comprehension manifest themselves as a specific relationship between visual perception and speech.

Comprehension, that is, the perception of speech, is based on the child's orienting activity. Increasing children's need to recognize, comprehend, and master a wide range of objects enhances their willingness, emotion, and desire to interact with adults. F.I. Fradkina dealt with the problem of the formation of the first active speech in a child. In his experiment, during natural communication, the child learned a word in one day, but under artificial conditions for 10-11 days he was able to represent an object that expressed the word[9].

A new word in the native language is mastered when a strong connection is established between the object or event it represents and its verbal alternative[12]. To do this, the child must learn to correctly perform the actions that are supposed to be performed with the objects around him, that is, depending on the specific characteristics of the object, such as color, shape, taste.

Teaching the meaning of a word is a complex process and takes a lot of time. In modern English teaching methods, more emphasis is placed on the independent understanding of the meaning of words without teacher intervention.

Lexical units that have an internal capacity for independent comprehension due to the commonality of the formal-semantic side of the mother tongue are called potential dictionaries.

CONCLUSION:

In conclusion, in the process of learning English, the lexical minimum is methodically prepared (selected, distributed, classified) and presented to students in order to inculcate speaking competencies.

In the introductory phase, work is done on the form, meaning, and usage of the word. Semantization is a traditional way of defining the meaning of a word by memorizing a similar word in the native language.

The semantic meanings of the words are explained at the teacher's initiative using various examples. Due to the fact that languages have a national character, they go through a process of independent development.

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