

COMPARATIVE-CONTRASTIVE METHOD IN JOHN GRISHAM AND
KOMIL SINDAROV'S WORKS

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Abstract: the following article is devoted to study foreign language teaching in terms of comparison. The author mentioned about theoretical and practical significance of this method. She also shared some thoughts of several scientists who added their contribution to the development of comparative study method in teaching foreign languages.

Keywords: comparison, linguistics, foreign, language, typology, term.

The method of comparison in linguistics is used to solve both theoretical and practical problems. In linguistics, he received a certain recognition and development, which is reflected in a number of works. However, the term “comparison” itself is interpreted differently, the value of the comparative method in linguistics, the field and the usefulness of its application are determined differently, which determines the interest in this topic. E.Sh. Isaev calls the founder of the comparative method E.D. Polivanova [1, p. 1]. In 1931, Polivanov published an article entitled “Perception of the Sounds of a Foreign Language”, which showed how, in different binary ratios: Russian-Japanese, Russian-Chinese, Russian-Uzbek, and others - perception difficulties changed each time and new ones appeared each time. This was explained by the perception of the sounds of a foreign language in the “phonological reproduction characteristic of the native language”. As Isaev notes, subsequently A.A. Reformed paid attention to this idea and developed it. L.S. Andreeva relates the emergence of comparative linguistics in domestic science to the 19th century, considers its development in the bowels of comparative historical linguistics, the emergence of the scientific method and the gradual formation of comparative linguistics in a special direction, calling Baudouin de Courtenay, a professor at Kazan University, the founder of a comparative study of languages (on the example of Russian and Polish).

“Baudouin de Courtenay’s personal experience in comparative studies is unique. The legacy of comparative studies of Polish and Russian languages is significant and diverse in genre. Unfortunately, it has not yet been generalized. A comparison of Russian and Polish forms is necessary to determine their common genetic source [2]. The researcher notes that a comparative direction is emerging in the field of comparative historical linguistics, as one of the methods. The peculiarity of its formation is due to the recognition of living languages as the main object of study, a clear distinction between statics and dynamics (taking into account their interaction) in the process of functioning of languages. An account of the theoretical foundations of comparative linguistics can be found in Baudouin de Courtenay's article “On the Mixed Character of All Languages” [3]. L.S. Andreeva emphasizes that in the understanding of de Courtenay, comparative linguistics is aimed at identifying differences between the two compared languages, including related ones. Baudouin de Courtenay, according to the researcher, brilliantly predetermined the prospects of comparative studies: “Everywhere we come across questions about the reason for the 75 similarities and differences in the structure of the language and in the evolutionary process on one or another soil. Such a comparison of languages serves as the basis for the most extensive linguistic generalizations both in the field of morphology, and, finally, in the field of semasiology, or the science of the meaning of words and expressions. Andreeva notes that de Courtenay's ideas received consistent development in the writings of his students, both in the field of theory and in the field of teaching foreign languages. The laws of language development open by de Courtenay on the basis of a comparative study of Polish and Russian languages are considered “as the scientific basis of the technology of teaching these languages” [2]. L.I. Anokhina also considers the development of the comparative method in the historical aspect, calling the appearance of its predecessor, the comparative historical method at the beginning of the 19th century, an important event in the history of linguistics, when the idea of the relationship of languages was proved, strong foundations were laid for the genetic classification of world languages. But, as noted by Anokhina’s study, at the same time the first steps were taken and a completely

different - comparative - study of languages was consolidated, the purpose of which was to identify not genetic, but structural relations and connections of the most diverse languages of all regions of the globe. W.K. Yusupov also calls the comparative historical method the historical predecessor of the comparative method. “Comparative linguistics began to move to a scientific basis in the first quarter of the 20th century, when the comparative historical method of studying languages was discovered. Using the method led to the creation of comparative linguistics, then the second and third components (typology, comparative linguistics) were formed” [4]. Yusupov combines comparative historical linguistics, typology, and comparative linguistics on the basis of their systematic cross-language comparison on which they are based, noting that their goals and objectives, as well as methods and principles of comparing languages, are different. He understands comparative linguistics as a branch of linguistics that studies languages in comparative terms. Thus, comparative linguistics is a product of the development of comparative historical linguistics, and a comparative method arises on its basis. Researchers have similar points of view on the issue of using the comparative method for practical purposes. W.K. Yusupov believes that “the task of studying languages for linguistic and didactic purposes includes not only establishing inter language similarities and differences, inter language correspondences and systemic inconsistencies, but also determining the methodological relevance of similarities and differences, the nature of inter language interference. The solution of these complex tasks will turn comparative linguistics into a valid base for a private methodology for teaching a non-native language.

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