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THE ROLE OF COMPARATIVE LINGUISTICS IN TEACHING FOREIGN LANGUAGES

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***Abstract:** This article is about teaching foreign languages through comparative methods. The importance of teaching other languages through comparison and its theoretical and practical importance are mentioned. In addition, several scholars who have contributed to this comparative method have shared some ideas and explained several methods of foreign language teaching.*

***Key words.** Linguistic, competence, context, protolanguages*

The role of comparative linguistics in foreign language teaching is very important because it helps students to use their existing language while learning a new language. Comparative linguistics provides an opportunity for students to acquire the knowledge and skills that are available in the process of learning a new language while learning a new language. It is a very effective way to adapt students to a new language through comparative concepts, facilitating their own learning and acquisition process. Comparative linguistics is a branch of linguistics that focuses on comparing and analyzing the similarities and differences between languages. It explores various linguistic elements such as phonology, morphology, syntax and semantics in different languages, revealing patterns, relationships and

evolutionary relationships. Comparative linguistics seeks to understand the historical development, genetic relationships, and typological characteristics of languages, helping us understand language diversity, evolution, and human cognition. This field plays a crucial role in classifying languages, reconstructing proto-languages, and studying language change over time. The importance of comparative linguistics in language education is also high. Comparative linguistics helps students understand the structural similarities and differences between the native language and the target foreign language. This concept helps to acquire vocabulary, understand grammar and know common language. Additionally, by comparing language elements across languages, learners can recognize differences and commonalities, which facilitates faster learning and improves language retention. Comparative linguistics allows for contrastive analysis, where students compare linguistic features between languages to avoid common mistakes and misunderstandings. This helps students understand the nuances of the second language more effectively. Comparative linguistics provides an understanding of the cultural context of languages, helping students to understand cultural nuances and improve their intercultural communication skills. Language teachers can integrate the principles of comparative linguistics into teaching strategies, classroom activities, and resources to improve language teaching. This may include exercises that show the similarities and differences between languages, as well as activities that develop cross-linguistic awareness. In general, comparative linguistics enriches language education by providing a deeper understanding of language structures, differences, and cultural contexts. It enables both learners and teachers to approach language learning and teaching with greater understanding, efficiency and appreciation of linguistic diversity. This is one of the main advantages of comparative linguistics in language education. By exploring the structural similarities and differences between their native language and the target foreign language, students gain a deeper understanding of both languages. This understanding helps them find similarities and differences, identify common language features, and understand new concepts more effectively. In addition,

comparative linguistics allows students to anticipate possible difficulties in the process of language learning and overcome obstacles more effectively. Overall, it serves as a valuable tool for language acquisition and proficiency.

Comparative method is a technique used in comparative linguistics to compare and contrast the linguistic features of two or more languages. This includes identifying similarities and differences in phonology, morphology, syntax, semantics, and pragmatics between languages. The purpose of comparative analysis is to predict areas of difficulty for learners and to develop effective language teaching materials and strategies. Contrastive analysis helps learners identify possible areas of overlap or transfer between their native and target languages helps avoid common mistakes and misunderstandings by highlighting. By identifying linguistic structures that differ significantly between languages, teachers can anticipate where students may struggle and provide targeted instruction and practices to address these challenges. For example, if a learner's native language lacks a particular grammatical feature that is present in the target language, contrastive analysis can alert teachers to possible usage errors. By clearly teaching the differences between the two languages and providing opportunities for practice, students can overcome these challenges and develop more accurate language skills. In addition, contrastive analysis helps students develop metalinguistic awareness—the ability to think about and analyze language structures. By comparing and contrasting the linguistic features of languages, students gain a deeper understanding of how language works, which improves their overall language skills. Contrastive analysis in comparative linguistics helps teachers identify areas of potential difficulty for language learners by comparing linguistic features between languages. By bridging these differences through targeted instruction and practice, teachers can help students avoid common mistakes and misunderstandings and, as a result, promote more effective language acquisition.

In linguistics, the comparison method is used to solve both theoretical and practical problems. The comparative method was developed and received some

recognition due to the fact that it was reflected in several works, and it led to the emergence of a new field in linguistics "Comparative Linguistics". But the term "comparison" is interpreted differently. Due to the fact that the value of the comparative method in linguistics is determined in different ways, it is the reason for the increasing interest in this topic. E.Sh. E.D. Isaev, the founder of the comparative method. Polivanova mentioned [1, p. 1]. In 1931, Polivanov's article entitled "Perception of sounds of a foreign language" showed how the difficulty of perception in different languages changed every time and new ones appeared every time in binary proportions, i.e. Russian-Japanese, Russian-Chinese , Russian-Uzbek and other languages. This is explained by the perception of sounds in a foreign language "The phonological reproduction feature of the mother tongue". As Isaev noted, later A.A.Reformed paid serious attention to this idea and developed it. L.S. Andreeva connects the emergence of comparative linguistics in local science with the 19th century, at the bottom of comparative historical linguistics, its development, emergence, the gradual formation of the scientific method and the special direction of comparative linguistics, calling the professor of Kazan University, Baudouin de Courtenay, and the comparative study of languages. (in the case of Russian and Polish languages). Baudouin de Courtenay's personal experiences in comparative studies are unique. His legacy, the comparative study of Polish and Russian, is significant and diverse in genre. Unfortunately, it has not yet been generalized [2].

In conclusion, comparative linguistics plays an important role in language education by developing linguistic competence, cultural awareness, and effective communication skills among language learners. By exploring the differences and similarities between languages, students develop a deeper understanding of language and culture, enabling them to communicate confidently and effectively in a globalized world.

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SPECIFICS OF WORKING WITH AUTHENTIC TEXT IN ENGLISH CLASSES

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Abstract. This article is devoted to the current problem of using authentic texts in the process of teaching English to university students. The authors consider the pros and cons of using authentic texts in teaching language university students and argue for the need to introduce these texts into the English language