THE IMPORTANCE OF COMPARATIVE LINGUISTICS IN TEACHING FOREIGN LANGUAGES

Ismoilov Ibrohimjon Isroiljon o'g'li
iibroxim@gmail.com
Uzbekistan State World Languages University
English philology faculty
Supervisor: **Meliyev Muzaffar**

Abstract. Comparative linguistics plays a pivotal role in the effective teaching of foreign languages by analyzing the similarities and differences between languages. This study explores the significance of comparative linguistics in understanding linguistic structures, enhancing cultural awareness, addressing interference and error patterns, and facilitating multilingual education. By comparing the native language (L1) and the target language (L2), educators can design instructional strategies that simplify complex linguistic concepts and bridge cultural gaps. Additionally, comparative analysis helps identify and mitigate common learner errors caused by language interference. The findings highlight how integrating comparative linguistics into language teaching not only accelerates acquisition but also fosters intercultural competence, making it an invaluable asset in modern education.

Key words: comparative linguistics foreign language teaching linguistic structures language interference cultural awareness multilingual education language acquisition intercultural competence.

Важность сравнительной лингвистики в преподавании иностранных языков

Аннотация. Сравнительная лингвистика играет важную роль в эффективном обучении иностранным языкам, поскольку она анализирует сходства и различия между языками. Данное исследование рассматривает значение сравнительной лингвистики в понимании языковых структур, развитии культурной осведомлённости, выявлении интерференции и типичных ошибок, а также в содействии многоязычному образованию. Сравнивая родной язык (L1) и изучаемый язык (L2), преподаватели могут разрабатывать стратегии обучения, которые упрощают сложные лингвистические понятия и помогают преодолевать культурные различия. Кроме того, сравнительный анализ способствует выявлению и уменьшению распространённых ошибок учащихся, вызванных языковой интерференцией. Полученные результаты показывают, что интеграция сравнительной лингвистики в процесс обучения языкам не только ускоряет их усвоение, но и развивает межкультурную компетенцию, что делает её важным инструментом в современном образовании.

Ключевые слова: сравнительная лингвистика, преподавание иностранных языков, лингвистические структуры, языковая интерференция, культурная осведомлённость, многоязычное образование, овладение языком, межкультурная компетенция.

Chet tillarni o'qitishda qiyosiy tilshunoslikning ahamiyati

Abstrakt. Qiyosiy tilshunoslik chet tillarni samarali o‘qitishda muhim rol o‘ynaydi, chunki u tillar o‘rtasidagi o‘xshashlik va farqlarni tahlil qiladi. Ushbu tadqiqot qiyosiy tilshunoslikning lingvistik tuzilmalarni tushunish, madaniy ongni rivojlantirish,

DOI: 10.5281/zenodo.19666388

interferensiya va xatolarni aniqlash hamda ko'p tilli ta'limni rivojlantirishdagi ahamiyatini o'rganadi. Ona tili (L1) va o'rganilayotgan til (L2) ni taqqoslash orqali o'qituvchilar murakkab lingvistik tushunchalarni soddalashtiradigan va madaniy tafovutlarni kamaytiradigan o'qitish strategiyalarini ishlab chiqishlari mumkin. Bundan tashqari, qiyosiy tahlil til aralashuvi tufayli yuzaga keladigan o'quvchi xatolarini aniqlash va kamaytirishga yordam beradi. Natijalar shuni ko'rsatadiki, qiyosiy tilshunoslikni til o'qitish jarayoniga integratsiya qilish nafaqat tilni o'zlashtirishni tezlashtiradi, balki madaniyatlararo kompetensiyani ham rivojlantiradi, bu esa uni zamonaviy ta'limda juda muhim vositaga aylantiradi.

Kalit so'zlar: qiyosiy tilshunoslik, chet tillarini o'qitish, lingvistik tuzilmalar, til interferensiyasi, madaniy xabardorlik, ko'p tilli ta'lim, tilni egallash, madaniyatlararo kompetensiya.

Introduction. In the field of language learning and teaching, various branches of linguistics play a crucial role. One of these is comparative linguistics, which focuses on analyzing the similarities and differences between languages to identify their shared and unique features. Comparative linguistics is particularly valuable in teaching foreign languages, as it helps develop effective instructional methods and addresses the challenges learners face. By drawing parallels between the native language and the target language, educators can enhance learners' comprehension and facilitate a smoother acquisition process.

This article explores the significance of comparative linguistics in foreign language instruction, emphasizing its benefits for understanding linguistic structures, cultural nuances, and the cognitive processes involved in language learning.

Main body. Comparative linguistics is an essential field in language teaching, particularly in foreign language instruction, as it focuses on analyzing the similarities and differences between languages. This analysis offers valuable insights into linguistic structures, cognitive processes, and cultural elements, enabling educators to create effective teaching strategies.

One of the core contributions of comparative linguistics is its role in understanding the structural differences between languages. For instance, phonology, morphology, syntax, and semantics often vary significantly between a learner's native language (L1) and the target language (L2). These variations can present challenges for learners but also opportunities for educators to create targeted lessons. For example, English has a subject-verb-object (SVO) word order, while Uzbek follows a subject-object-verb (SOV) structure. Teaching learners to identify and adapt to this difference improves their ability to construct sentences accurately in the target language.

Another critical area of comparative linguistics is its ability to enhance cultural understanding. Language is a reflection of culture, and understanding how linguistic features encode cultural values helps learners appreciate the context in which the target language is used. For example, English often employs indirect expressions of politeness, such as modal verbs ("Could you pass the salt?"), while Uzbek tends to use direct expressions. Highlighting these differences not only aids communication but also fosters respect for cultural diversity.

Comparative linguistics also helps address interference, a phenomenon where learners apply rules or patterns from their native language to the target language. Such interference can lead to errors in pronunciation, grammar, or word choice. For instance,

Uzbek learners may struggle with English articles, which do not exist in their native language. Through comparative analysis, educators can design exercises that help learners understand and practice using articles effectively, such as distinguishing between definite and indefinite forms.

Lastly, comparative linguistics underscores the interconnectedness of languages, promoting the idea that no language exists in isolation. This perspective helps dismantle biases and encourages learners to approach language learning with an open mind. It also instills confidence in learners by demonstrating that mastering a foreign language is an achievable goal with the right strategies and tools.

Conclusion. Comparative linguistics serves as a powerful tool in foreign language education, providing valuable insights into linguistic structures, cultural nuances, and learner-specific challenges. By leveraging the principles of comparison, educators can enhance the effectiveness of their teaching methods and foster a deeper understanding of both the target language and its cultural context.

Moreover, comparative linguistics not only facilitates language acquisition but also promotes intercultural communication and multilingual proficiency, making it an essential component of modern language education. As global interactions continue to expand, the role of comparative linguistics in equipping learners with the skills to navigate diverse linguistic landscapes remains indispensable.

REFERENCES

1. Saussure, Ferdinand de. *Course in General Linguistics*. Paris: Payot, 1916.
2. Chomsky, Noam. *Aspects of the Theory of Syntax*. Cambridge: MIT Press, 1965.
3. Crystal, David. *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press, 1997.
4. Ellis, Rod. *Second Language Acquisition*. Oxford: Oxford University Press, 1994.
5. Jakobson, Roman. *Linguistic and Poetic Studies*. The Hague: Mouton, 1960.
6. Sobirova, F. I. (2025, February). Idrok va tilning o'zaro ta'siri: Tilni qayta ishlash va o'zlashtirishda psixolingvistik nuqtai nazar. The Lingua Spectrum, 2.
7. MEYLIYEV, M. (2024). INGLIZ VA O'ZBEK TILLARIDA POLIMER TERMINLARINING FAOL SO'Z YASALISH USULLARI. «ACTA NUUz», 1(1.1), 260-263.
8. Meyliyev , M. . (2025). METHODS OF ACTIVE WORD FORMATION OF POLYMER TERMS IN ENGLISH AND UZBEK LANGUAGES. Универсальная индексная библиотека Евразийского журнала академических исследований, 4(12 Special Issue), 267–270. извлечено от https://lib.uniconflix.com/index.php/uilejar/article/view/45103