

Linguistic Study of Language Units, Current Issues of Comparative and Contrastive Linguistics

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Abstract:

In modern linguistic literature, there are many terms for the section of linguistics that studies two or more languages from the point of view of their comparison and contrast: comparative grammar, comparative linguistics, contrastive linguistics, comparative historical linguistics, structural typology, typological linguistics, and others. These designations are most likely due to the principles and criteria that underlie the allocation of the field of linguistics dealing with the comparison and contrast of languages.

Keywords: Typology, linguistics, comparison, sociolinguistics, cultural norms, contrastive linguistics.

V.B. Kasevich in his work "Phonological Problems of General and Oriental Linguistics" writes: "Comparison is the basis of typology, comparative-historical linguistics and areal linguistics. What can be considered the distinctive features of comparative linguistics? Two solutions seem to be possible. One is to consider "comparative linguistics" as a general designation for the mentioned branches of linguistics and, perhaps, for any other branches of linguistics. The other is, on the contrary, to narrow this notion, identifying it with contrastive linguistics. Contrastive linguistics should combine both linguistic proper, mainly typological method of research, and psycholinguistic, and sociolinguistic" [1,19].

The second section of the collection includes articles on contrastive lexicology. This is a new field of contrastive research, which has been intensively developing in the last decades. Contrastive studies of integral lexical systems are represented in the collection by the article of

A.M. Kuznetsov on the development of unified criteria of comparison within the framework of contrastive semasiology. In the author's opinion, in order to create a lexico-semantic typology of languages, it is necessary to single out those areas of objective reality that form the vocabulary core, represent universal significance and are necessarily reflected in any language, for example, color differences, parts of human body, relations of kinship, relations of belonging, spatial and temporal relations, etc. At the next stage of typological analysis, a general list of semantic features should be compiled, characterizing a given semantic field in different languages. In doing so three possible ways of representing these features should be taken into account: 1) the same set of features is required for all languages; 2) there is some universal set of semantic components, from which each language chooses a set of smaller units; 3) the description of all languages is based on a universal set of semantic components, in addition to which a certain number of their own special semantic components are required to describe each particular language.

According to V. Gak comparative, comparative, confrontational and contrastive linguistics are different terms. Contrastive linguistics appears as an already established science with its own goals, object, methods of analysis. "The development and value of the contrastive-linguistic direction in linguistics is evidenced by the publication of an increasing number of diverse works, general theoretical descriptions of contrastive linguistics, comparative descriptions of pairs of languages, covering different levels of language - from phonology to stylistics and text theory, expanding the scope of comparative analysis: if at first contrastive analysis was mainly concerned with the facts of the linguistic system, now it is increasingly turning to the text, to speech acts, to the realization, following the general trend of contrastive linguistics, and to the analysis of the linguistic system. [2,19]. In V.N. Yartseva's dictionary of linguistic terms the names "comparative linguistics", "comparative linguistics", and confrontational linguistics" are given as variants of the term "contrastive linguistics". The analysis of the works of famous scientists on the problem of comparative and comparative study of different languages leads us to the conclusion that the principle of synchronicity-diachrony is the basis for the allocation of the section of linguistics that studies two or more languages. A.T. Abdikaharov divides comparative and comparative studies into two groups, depending on the goals and objectives: "Historical genealogical study (diachrony) and typological, comparative study (synchronicity) of languages" [3,84]. He also emphasizes the need to distinguish between the terms "typological linguistics", which indicates the comparative study of the typological structure of two or more languages in order to discover both certain similarities and certain differences, and "comparative historical linguistics", acceptable for comparative diachronic (historical, genetic, evolutionary) studies. In his conclusion he refers to the opinions of scholars (J. Buranov, V. Rozhdestvensky, A.A. Bekbalayev). "The comparative (comparative-historical) direction of linguistics has a long tradition; its theory, object and methodology were sufficiently fully substantiated by its founders F. Bopp, R. Rask, J. Grimm and A. Vostokov already in the nineteenth century. This direction in linguistics studies languages in diachrony (mainly Indo-European) from the point of view of their genetic origin; at the same time languages related, or rather closely related... The comparative (comparative-typological) direction in linguistics is younger, counting only about four decades. Its theory, object and methodology of analysis were substantiated in Soviet linguistics by such famous scientists as V. Gak, V. N. Yartseva and V. D. Arakin. This direction in linguistics studies languages mainly in synchronicity, which are unrelated to each other or are in distant kinship" (A.A. Bekbalaev) [3,84]. Thus, comparative historical linguistics studies pre-forms, pre-linguistic schemes, processes of development of related languages, i.e. languages are compared in terms of diachrony. Comparative linguistics deals with the study of two (or more rarely three) languages in synchronic-comparative terms, in the course of which cases of complete, partial coincidence or inconsistency of different linguistic levels are revealed.

Semasiological and onomasiological approaches are used in the comparative study. The semasiological approach is determined by the nature of the meanings (functions) expressed by linguistic elements, i.e. it is directed from "form to meaning". The onomasiological approach to the analysis of linguistic units helps to identify such words in two languages, which are used to designate the same object, to determine the meaning of the language units, and to determine the meaning of the language units.

Contrastive linguistics as a science was formed in the middle of the twentieth century in English-speaking countries. The beginning of contrastive research should be recognized as the publication of R. Lado's book "Linguistic across cultures" (1957) and the work of S. Bally, who justified the need to teach German to French-speaking audiences. E.D. Suleimenova in the manual "Kazakh and Russian languages: the basics of contrastive linguistics" emphasizes that contrastive linguistics "establishes the similarities and differences of the languages being compared and, based on this, searches for the most effective ways to study one (or both) languages" [5,15]. According to the author, the object of contrastive analysis can be any linguistic phenomena that meet the tasks of applied nature. I.F. Isenova, considering the question about the relationship between such sections of linguistics as comparative linguistics and

contrastive linguistics from the point of view of goals, tasks, methods and general principles of research notes: "In contrast to comparative linguistics proper, the subject of contrastive linguistics is determined by the linguodidactic orientation of such a comparison of languages, which will help to identify and describe such differences in languages that will help to better master the second (foreign) language, explain cases of inconsistency in the grammatical and - more widely - conceptual systems of languages" [6,73]. In contrastive studies, the comparative method is applied, the essence of which is "the study and description of a language through systematic comparison with another language in order to clarify its specificity" [7,481].

Thus, the study of linguistic units in the aspect of comparing their structural-systemic and functional properties continues to be one of the topical tasks in modern linguistics. Theoretical and practical tasks of comparative research dictate the necessity of representing linguistic processes in a systemic organization, since the language system is characterized by complexity and dynamism. At the same time, it is necessary to differentiate the directions from the position of the object and subject of research. As for the differences between comparative and contrastive research, they are determined by the goals and objectives set by the researcher: theoretical and applied (in comparative linguistics), with the aim of systematic description of the properties of linguistic units - theoretical and linguodidactic (in contrastive linguistics), aimed "at comparing two language systems and discovering on this basis the specific features inherent in each language system in order to improve the process of teaching a second language.

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