

About the Comparative Typological Study of the Cases in German and Karakalpak Languages

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ANNOTATION: The history of the development of comparative typological grammar is closely connected with the development of the doctrine of the grammatical system of languages and the history of the study of grammatical categories.

In this article, the importance of comparative typological study of the mother tongue and the studied languages in the study of foreign languages, the important aspects of comparative study of languages, the cases in all languages, as well as they are one of the basic grammar categories in German and Karakalpak, the generality of the cases system in the nouns in German and Karakalpak languages and the problem of revealing the peculiarities of each language have been studied.

KEY WORDS: comparative typology, the cases in German and Karakalpak, similarities and differences between them.

Undoubtedly, the accession of Uzbekistan to the ranks of developed countries will be achieved through the study and teaching of foreign languages. This, in turn, is closely linked with the excellent study of foreign languages by our compatriots. After all, it is time for diplomatic, economic and other relations with foreign countries to be conducted directly with the help of local personnel.

It is known that learning the language of another people gives you an opportunity to get acquainted with the life, culture, science and technology of another nation. The role and importance of foreign languages is incomparable with the countries of all continents.

The problem of researching the issues of the comparative typology, which is a branch of linguistics, has received special attention in recent years by linguists, although typology has been studied specifically since the early twentieth century, and its history goes back a long way. About this the well-known linguist V. Skalichko said, "Typology is one of the oldest and least studied branches of linguistics." [6, 49]

In Professor J.B. Boronov's research there are discussions about the fact that the problem of generalization of the rules of typology and language was developed in the Middle Ages.

Without realizing that the grammars of antiquity were comparing two language systems, they began to lay the foundations for comparative grammar at that time, which was part of the comparative typology. Of course, this was only a partial comparison [1, 21].

There are two ways to use the ready method.

a) The positive use of the grammar of another language in the description of the grammar of the Uzbek language;

b) To describe the Uzbek grammar system in direct adaptation to the grammar system of another language.

Languages have been studied by comparison in the past, but this comparison focuses only on their historical fraternity, often comparing relative languages with each other. For example: German, Romance, Slavic, Turkic and other languages.

At the same time, since the second half of the last century, the comparative typological study, not only the closely related languages, but also the languages of different groups, have become more common than ever.

Commenting on the importance of comparative study of languages belonging to the different groups, academician L.V. Sherba said: “The comparison of one language based on comparisons with another, the different representation of the same idea in different languages, attracts and fascinates a person who thinks in another language.” [7, 95]

All branches of linguistics are based on the comparative method and are studied on this basis. In most cases, the experts consider the comparative method to be a universal method for the study of language and the research of language materials. In fact, it is self-evident that this opinion of the scientist is a definite proof that does not require proof. The reason is that the comparative method has not only theoretical but also practical significance. Its practical significance for methodologists and translators is incomparable. [4, 30-37]

While Professor R.Yu. Barsuk attributes the expansion of the study of the structure of non-relative languages to five factors, the Professor J.B. Boronov cites eight factors.

The similarities between the views of these factors are that in both of them, special attention is paid to the growing interest in learning foreign languages in the last place, one of the main factors. A learner of a foreign language (here, referring to Western languages) is exposed to non-native language phenomena. This makes it difficult to master the language features being studied. In order to avoid situations that may be tolerated as a result of these difficulties, the similarities or differences between the foreign language and the mother tongue must be fully taken into account.

Over the next few decades, we are often confronted with questions about the similarities and differences in inter-linguistic phenomena, as well as evolutionary processes in this way or another. Such a criterion serves to compare languages and generalize them genetically.

Academician V.V. Vinogradov emphasized the importance of the comparative study of languages and said: “In addition to the comparative-historical study of related languages, it is possible to study the languages of different systems in a comparative or collative manner, and it is necessary to study them in this way” [2, 81]. In fact, it is self-evident that this opinion of the scientist is a definite proof that does not require proof. The reason is that the comparative method has not only theoretical but also practical significance. Its practical significance for methodologists (methodologists) and translators is incomparable.

Linguists such as L.V. Shcherba, N.S. Trubetskoy, V.N. Yarseva, O.S. Akhmanova, V.G. Gak, V.D. Arakin, N.A. Baskakov, E.D. Palivanov, R. Lado, P.N. Denisov, G. Nickel, J.B. Buronov, O.K. Yusupov have made invaluable contributions.

It should be noted that in the early years of the republic the comparative-typological study of languages was conducted on the basis of Russian and national languages. The works of V.V.

Reshetov, O. Azizov, N.A. Urinbaev and others can be presented in this area.

Since the second half of the last century, more attention has been paid to the comparative study of foreign languages (here, Western languages) with Uzbek, and later with Karakalpak languages and considerable scientific and methodological research has taken place. This, as noted above, is evidenced by the growing demand for improving the teaching of foreign languages in secondary and higher educational institutions in Uzbekistan, as well as the emergence and development of national, scientific and pedagogical staff.

It is noteworthy that the comparative typological research of Uzbek with German and Romance languages has been made, but Karakalpak language has been studied comparatively with only German languages - English and German language, and remains so. The reason for this can be seen in the fact that only German languages (English and German language) are taught in Karakalpak universities.

In scientific research published abroad, as well as in our country, there are cases when the terms of comparison and collate are considered as separate, differentiating and different phenomena.

The main reasons for the persistent confusion of the terms comparison and collate today are the use of comparative methods in linguistics as comparative methods in methodological sources, and the terms "*Comparative*", "*Vergleichen*", and "*Compare*" used in Western European linguistics covers the terms "comparison", but in linguistics these terms are used mainly in the sense of comparative-historical linguistics [3, 35-38].

There are the scientific works that dedicated to the study of two or more languages in the field of linguistics (English and Uzbek, English, Uzbek and Russian, English and Russian, English and Karakalpak, German and Karakalpak, French, Uzbek and Russian, etc.).

The comparative study of languages is called "comparative linguistics" or "comparative study of languages". In addition to these terms, we can see that some linguists use the terms such as "Collative Linguistics" (Denisov P.N.), "Collative Method" (Reformatsky A.A, Yarseva V.N), "Linguistic Collate" (Barsuk R.Yu.), "Comparative collative Method" (Rojdestvenskiy Yu.V., Uspenskiy B.A), "Confrontational Grammar" (Suprun A.E., Zarova O.V), "Comparative Typology" (Buronov J.B.), "Analogic Learning of Languages" (Berezin F.M.), "Contrastive Grammar" (Ulrich Engel).

The theoretical significance of the comparative study of languages belonging to different families, including German and Karakalpak is: "a deep understanding of the system of comparable languages, an increase in knowledge of the languages being compared, and a proof of the correctness of the hypothetical universes" [5, 34].

As you know, German belongs to the family of inflected languages. The Karakalpak language belongs to the agglutinative family of Turkic languages, which is completely opposite to the German language, to its group of Kipchak languages, one of the peculiarities of the Karakalpak language is the formation by adding the suffixes with definite grammatical meanings to the basis of the word.

Although there is not much commonality between German and Karakalpak languages, a comparative study of them is of both theoretical and practical importance, as mentioned above.

However, the comparative typological studies on these languages are rare. This opinion especially belongs to the category of nouns, which play a key role in the grammatical structure of languages. However, Erbenn, a well-known linguist, estimates that 50 to 60 percent of the German lexicon consists of the noun words. He did not ignore the call of other words which do not belong to the noun.

In addition, the nouns make up the largest group of words in the German language and are constantly increasing. While most of the words in the professional lexicon come from foreign languages, the emergence of new names through the word-forming elements of the German language itself is also noteworthy, writes Ulrich Engel. There is also a lot of work being done in the German language every year to count new words and add them to the lexicon, and they are called "Wörter des Jahres" - "words of the year" and studied separately, taken into account.

In summary, it is important in the study of comparative typology to show the similarities and differences between the forms of grammatical phenomena in German by comparing them with the forms, semantic meanings, and syntactic functions of Karakalpak language cases. The generality of the German and Karakalpak language nouns in the case system and the peculiarities of each language should be studied. It is necessary to determine the alternatives and non-alternatives in the construction and use of case forms, the translation of the meaning of German language cases into Karakalpak language, as well as the case of place in Karakalpak language into German language.

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