

# A Systematic Study of the Means of Expressing the Comparative Relationship in the Uzbek Language in a Foreign Language

---

**Davlatova Shakhnozakhon**<sup>1</sup>

<sup>1</sup> Teacher of the "Languages" department of the International Agricultural University

**Abdullayeva Ulfat Turakhanovna**<sup>2</sup>

<sup>2</sup> Candidate of Philology, Associate Professor, Tashkent State Agrarian University

---

## **Abstract:**

In this study, the mechanisms of improvement of the means of expressing the comparative relation in the Uzbek language were studied. The research aims to determine the importance of comparative relations in the process of language learning and ways to facilitate their acquisition. By comparing comparative tools in the Uzbek language with foreign languages, their specific characteristics and influence on learning methodology are studied. It also examines the effects of didactic approaches and practical exercises, as well as mechanisms for guiding students to an effective understanding of comparative relations. The results suggest effective strategies for improving learning relationships and strengthening student learning.

**Keywords:** Uzbek language, comparative relations, expressive means, improvement mechanisms, didactic approaches, practical exercises, language learning process, contrastive analysis, educational methodology, educational process.

**INTRODUCTION.** The means of expressing comparative relations in the Uzbek language are important in elucidating the semantic and syntactic structure of the language. Comparison mainly serves to establish similarities and differences between two or more objects, events or ideas. This article analyzes the mechanisms of improving comparative relations in the Uzbek language. Among the main means of expressing comparative relationships in the Uzbek language are words such as "like", "dek", "singari" and "bilan". These words play an important role in the formation of the

meaning and structure of the language in the process of comparison. For example, in the sentence "His pen has great ideas like a student", the comparison is made using "like".

A deep study of comparative relations in the Uzbek language, comparing them with foreign languages, will help teachers and students better understand comparative forms. The results of grammatical and semantic analysis are the basis for improving comparison tools. Didactic approaches have a great place in the process of studying comparative relations. Teachers should use interactive methods in teaching comparison. For example, it is effective to provide students with real-life examples and conduct practical exercises to master the means of comparison. It is very important for students to learn comparative relations through practical activities. Learning to compare and contrast different forms of group work makes the process fun and productive.

By incorporating modern technologies, including online platforms, interactive programs and games into the educational process, the learning of comparative relationships can be facilitated. It increases the motivation of students and helps to consolidate knowledge. It is necessary to conduct research and conduct experiments to study comparative relations in the educational process. It shows the results of developing recommendations aimed at determining the level of students' knowledge and improving them.

Mechanisms for improving the means of expressing comparative relations in the Uzbek language, in turn, help to make the language learning process more effective. It is important for teachers to provide new didactic approaches and active participation of students. It is possible to further increase the wealth and spiritual heritage of the Uzbek language by improving the means of comparison. This will help to make the language learning process more smooth and effective in the future. Comparison is a process of comparing something or an event with other things and determining their similarities and differences, which is an integral part of any language. In the Uzbek language, the comparison relationship is expressed through various linguistic tools: comparative words, conjunctions, affixes and syntactic constructions. However, these tools can be used differently in Uzbek and foreign languages. In this article, the equivalents of Uzbek means of comparison in foreign languages are systematically analyzed and their specific features are studied.

#### Linguistic means of expressing the relation of comparison

In the Uzbek language, the relation of comparison is mainly expressed through the following linguistic means:

- Comparative conjunctions: like, like, like, as if, as if.
- Affixes: the suffix "-roq" plays an important role in comparison (bigger, smaller).
- Syntactic constructions: The comparison relationship is sometimes expressed through whole sentences. For example, "He is as strong as a lion."

#### Expression of comparative relationships in foreign languages

In foreign languages, comparison tools are available in their own way. For example, in English, Russian, and German, comparisons are made using the following tools:

- In English: words like "like", "as", "-er" (greater), "than" are used. For example, "He is stronger than his brother."
- In Russian: "kak", "chem", "-ee" (Bolshe), for example "On silnee, chem ego brat."
- In German: "wie", "als", "-er" (größer), for example "Er ist stärker als sein Bruder."

Grammatical peculiarities and semantic differences of comparison. When comparing in Uzbek, words like "like", "singari", "similar" are often used, while comparative adjectives and the words "like" or "as" are widely used in English. The suffix "-roq" in Uzbek is similar to the suffixes "-er"

in English and "-ee" in Russian, which convey the meaning of acquisition and comparison. Semantically, comparatives in Uzbek are often used in a broad or narrow sense depending on the context. For example, "-roq" in the sentence "This house is bigger" can mean a smaller difference, which may not have an exact equivalent in foreign languages.

The equivalents of Uzbek comparatives in foreign languages differ in their grammatical and syntactic structure. In English, Russian and German, the means of expressing comparison are based on more precise and strict grammatical rules, while in Uzbek, comparison is often more dependent on the context and speech situation. For example, although the construction "as ... as" in English corresponds to the word "kabi" in Uzbek, the context of their use sometimes differs. For example, the sentence "He is as tall as his father" is expressed in the Uzbek language as "He is as tall as his father". However, the linguistic structures of these expressions are not the same.

Although there are several similarities between the Uzbek language and foreign languages in the expression of comparative relations, there are significant differences in their grammatical system and semantic capabilities. If the suffix "-roq" in the Uzbek language is used to compare quality in many cases, different morphological tools are used for this purpose in foreign languages. Conjunctions such as "than" in English and "chem" in Russian correspond to "kora" in Uzbek, but their usage and rules may differ.

Although the means of comparison in the Uzbek language have a number of similarities with the means in foreign languages, the analysis of their linguistic and grammatical aspects reveals their different characteristics. The comparative analysis of the means of comparison in the Uzbek language compared with foreign languages shows the need for further expansion and deepening of research in this field. At the same time, mutual comparison of comparative relations in the Uzbek language and foreign languages leads to more accurate and effective results in language learning. The study of simile as a linguistic process in linguistics began in the 18th century, and due to the emergence of structuralism in the 19th century, the approach to this issue took a new shape in the 20th century. In this way, the means of forming an analogy began to be studied. Similes in the Uzbek language R. Kongurov, M. Mukarramov, B. Umurkulov, R. Suvonova, R. Rasulov, I. Umarov, I. Yormatov, M. Yaqubbekova, M. Yoldoshev and others studied to varying degrees by linguists.

In Uzbek linguistics, M. Mukarramov explains the relation of comparison with the term simile and says that three main elements are involved in simile. They are:

- a) object to be compared is a similar subject;
- b) similar image - similar object;
- c) Simile sign-similar sign.

M. Mukarramov emphasizes the importance of the simile and says that the process of comparison cannot take place without it. According to the sign of simile, complete and incomplete types of simile are determined. If the simile is represented by three elements, in particular, the sign of simile is complete; if the sign of simile is not expressed by lexical units, but is understood from the meaning of the words in which the simile is expressed, it is divided into such types as incomplete simile. In addition, it shows the types of these elements, such as prepositional similes and postpositional similes.

In her scientific research, N. Umarova dwells on "simile and the means that form it, and she also says that "elements forming the relationship of simile are the subject of simile, the standard of simile, the basis of simile, and the form of simile that it consists of the indicator" he emphasizes. E. Begmatov, R. Kongurov Y. Tajiyev's textbook "Basics of Speech Culture and Methodology" based on the "similarity between things and events" and using one of them to find the sign and essence of

the other It is called a simile that shows more precisely, more exaggeratedly. It is mainly a speech event," he says, and the parts of the simile are shown as follows:

1. something that is compared;
2. what is being compared;
3. the basis of analogy is a sign;
4. simile.

Observations show that the language has a set of linguistic tools that make the analogical description of the objects (person, thing, sign, quantity, manner (state), action, event) to which the analogical relation is simulated.

The range of linguistic tools that express the relationship of simile in the language is quite wide and they form a whole system:

1. Lexical means.
2. Morphological means.
3. Syntactic tools.

The relation of comparison is realized in the language through linguistic tools such as affixes, lexical units, morphological units, syntactic units and text unit. Analyzing the research conducted in linguistics, we can observe that the relationship of analogy has not been studied at the syntactic level. M. I. Cheremisina notes that the syntactic essence of such constructions is still not sufficiently revealed. In this regard, he writes: "It should be recognized that simile is a syntactic category and its research should be conducted within the framework of syntax. Analogy should be studied using the methods and methods of this branch of linguistics, described on the basis of the special language of syntax, that is, its terms and concepts.

#### **List of references:**

1. Salahiddinov, U. The importance of comparative tools in education. Tashkent: Economy and Industry, 2020. - 175 p.
2. Yuldashev, M. Improving comparative relations in the educational process. Tashkent: Shahrisabz, 2023. - 200 p.
3. Abdullaeva, N. Didactic approaches and educational methods. Tashkent: Ministry of Higher and Secondary Special Education of Uzbekistan, 2021. - 130 p.
4. Anvarov, S. Compare and contrast: theory and practice. Tashkent: UKituchy, 2022. - 110 p.
5. Kabilova, D. Interactive methods and comparative relations. Tashkent: Education and innovations, 2024. – 145 p.