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THE ROLE OF COMPARATIVE LINGUISTICS IN TEACHING FOREIGN LANGUAGES

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***Abstract.** The article provides an important function that comparative linguistics plays in foreign language instruction. For language teachers and students alike, comparative linguistics—a subfield of linguistics that studies the connections between languages—offer priceless insights and teaching strategies. This article also highlights the significance of comparative linguistics as a basic discipline in language education through an extensive analysis of its role.*

***Keywords.** Comparative linguistics, teaching strategies, language education, discipline, priceless insights.*

Teaching has evolved over the years, and face of education is constantly changing. It is no more about to simply introducing theories and topics to students, and has become more about what develops the student's skills, both personally and professionally. In particular, the level of effectiveness of foreign language teaching depends on how the educator captivates the attention of learners. In

linguistics, the comparison approach is used to address theoretical and practical issues. A certain recognition and growth in linguistics is demonstrated in several work by individuals. The interest in this topic is determined by the various interpretations of the term "comparison", as well as the varying evaluations of the comparative method's worth in linguistics and the field in which it is applied. For example, we also learn 3 or more than languages in our life. Because in today's schools, also acquiring one or two foreign languages has become standard practice. It is included in the minimum curriculum along with courses like geography, history, and mathematics. Acquiring proficiency in a foreign language allows us to fully immerse oneself in a world with distinct traditions, habits, and ways of thinking. Also Gural said: "Learning a foreign language causes a strange division of the personality, resulting in the acquisition of traits specific to the second language". Therefore, in addition to studying and analyzing different minor cultural distinctions, we should also acquire a foreign language. The latter can aid in our understanding of those who follow their own, peculiar to us, set of rules in their daily lives.

The inquiry into comparative languages was stepped up. There was a comparison between the languages taught in universities, namely the West European languages, and several languages from the former Soviet Union. According to Yartseva, Klimova, and Zhuravliov (1990), this fact aided in the "enhancement of the language culture as a part of people's culture." The comparative approach to foreign language learning is highly valued in linguistics these days, which makes research in this field quite important. Each of these facts demonstrates to us the significance of the topic of our writing. This article's goal is to examine some of the cultural distinctions other cultures that should be understood in order to prevent awkward situations.

In several sciences, the use of comparison as a scientific knowledge approach has proven beneficial. This also applies to linguistics. Legend has it that the "Babylonian confusion" marks the beginning of language comparison history. Nonetheless, the comparative study of languages approach contains unique

features at every point in linguistics' history. It is predicated on the theoretical underpinnings of linguistics at the time period in question. Currently, the advancements in cognitive linguistics serve as the foundation for contemporary language study. This fact naturally affects comparative language learning techniques used today. The author's goal in writing this article is to identify and examine the connections between the key general theoretical ideas in contrastive and cognitive linguistics. The information gathered can be put to good use in practical linguodidactic contexts, namely in the context of teaching foreign languages in contemporary settings. A few requirements of the foreign language teaching methodology must be added due to the changes occurring in Uzbekistan, which are linked to the country's growing multiethnic populace. The creation of a new integrative special course for philological faculty students—future foreign language teachers is one step in this direction. This kind of course will both help to reexamine previous comparative studies and provide students with the skills they need to successfully teach foreign languages to their students. Cognitive research is now an essential component of contemporary linguistic science at the current level of linguistic development. Cognitive linguistics serves as an explanatory field as opposed to traditional linguistics, which we refer to as contrastive linguistics and which primarily observes, describes, states, and classes. Comparative and typological analysis of languages are combined in contrastive linguistics. The goal is to distinguish between features that are distinctly different from one another while keeping in mind a set of fundamental similarities. Since theoretical works of a contrastive nature still lack terminological unity, it is vital to explain the terminology employed in this study. Language system comparisons of various kinds have long been conducted. Like many of the initial grammars of the original language, any grammars of the second language under study were composed with comparisons to other languages in mind, whether consciously or unconsciously. According to some scholars, Panini's grammar implicitly included parts that compared Sanskrit with Prakrit vernacular. The first grammars produced during the Renaissance were actually created in opposition to the Greek or Latin grammars .

A large body of research compares the phonetic, morphological, syntactic, and lexical subsystems of the world's most varied languages. When comparing facts of a foreign language "with similar in a certain respect, but at the same time representing significant differences, the facts of a native language," F.F. Fortunatov (1904) wrote about the importance of using comparison techniques. This gives the teacher an invaluable tool to explain to students the grammatical phenomena of the native language.

Comparative linguistics plays a critical role in foreign language instruction. Teachers can improve language education, curriculum creation, and pedagogical practices by leveraging similarities and differences between languages through analysis. In addition to helping with language learning, comparative linguistics develops learners' cross-linguistic competency and awareness. It is impossible to overestimate the significance of good language education approaches that incorporate comparative linguistics in light of how interconnected the world is becoming. By adopting this strategy, language instructors can better prepare students with the language abilities and cultural acuity required for success in an increasingly globalized society.

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