

## LEARNING A FOREIGN LANGUAGE AND NATIVE LANGUAGE BY COMPARATIVE LEARNING

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### ABSTRACT

The article highlights data about how to learn a foreign language by comparing peculiarities of native language, methods of learning other languages with the help of comparison.

**Keywords:** foreign language, The Three Circle Model, method, comparison, morpheme, similarity, Young learners, equivalent.

### INTRODUCTION

Both in previous centuries and today, the world always needs and demands a person who knows the language. It is known from history that people who spoke a foreign language had gained special respect and attention both in the countries of the world and in local areas. Educated people were able to communicate fluently in at least one foreign language and do creative and scientific research. Or scientists working in a particular field needed to be able to communicate in a language in order to be recognized internationally. In today's rapidly evolving technology, learning and teaching a foreign language has reached the level of demand. Young children who have just mastered their minds are learning world languages in kindergarten or with the help of their parents at home. A particular foreign language is taught as a compulsory subject in general secondary schools.

### LITERATURE REVIEW

It's estimated that over 7000 different languages are spoken actively around the world. The world's most widely spoken languages by the number of native speakers and as a second language, according to figures from UNESCO, are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French. Without any doubts, the demand for programs in certain languages will vary across the world. For instance, in India, there have been recent reports of a surge in applications to take the Japanese language proficiency test. Despite the rise of non-Western nations in today's global economy, English is still the language that is most

commonly used as the lingua franca of business, science, research, and politics. In this case, we should understand the ideas of an Indian linguist, Braj Kachru on the English language. Why is English used as Lingua Franca (top world language) but not Russian, French or Turkish? Braj Kachru (1986) explains by counting two reasons why the English language has spread around the globe. The first one is migration and the second one is colonization. He creates *The Three Circle Model* to group the types of "World Englishes" according to the spread of the English language. They are the Inner Circle which consists of the countries in which the English language is the mother tongue countries like USA, Australia, and New Zealand. Because the English language is the mother tongue of this circle, they do not need any extra effort to learn another language communicate internationally. Outer Circle which consists of the England's former colonies. Unfortunately, during the exploitation, the culture and the language are imposed upon the people. Pakistan, South Africa, Kenya, India can be true examples. The third circle is the Expanding Circle which consists of Turkey, Japan, and China use the English language in many vital fields such as business, science, and education and there the English language is mostly learned as the second language. Additionally, Uzbekistan can be added to this group. In each circle, English Language Teaching (ELT) methods differ from due to a natural consequence of sociocultural situations of the countries. When we take young language learners into account we see the noticeable differences in terms of ELT. Now we will compare some different approaches to teach young learners according to the circles of "World Englishes".

Young learners' age group is between 7-9 years of age. Since they can read and write at the basic level, some basic writing activities can be done. They can learn through illustrative materials and even can read and write. Let's begin from Turkey's method of teaching English to youngers. English language has a crucial position in the development of the country, so the language learning program has been prepared in detail. Listening, speaking, visual reading are the aimed competencies and the methods recommended are audio-lingual, audio-visual, and communicative language learning methods for learners.

Next, in the teaching method of New Zealand, the importance of the body language is stated in the program very clearly for all the groups. The program includes action games, finger plays, and songs for infants to help to express their feelings in the target language.

## METHODOLOGY

In Uzbekistan, the study of foreign languages in higher education by comparing students with their mother tongue is an important factor in increasing the effectiveness of education. The Uzbek Germanist Q. Yusupov said that the comparison of English with Uzbek provides ample opportunities to identify the specific features of both languages and to better understand the models available in their native language, compared the two languages and gave clear evidence.

Another famous Uzbek Germanist, J. J. Jalolov, writes in his book called 'Comparative Methods of Teaching English':

'Although Uzbek and English belong to a family of different systematic languages, there are many typological equivalents in their structure. When these similarities are used in teaching English, the student realizes how beautiful and complex the structure of the languages being studied is. This increases his interest in learning a foreign language, his love for his mother tongue, and his interest in learning more about the structure of these languages'.

For example:

1. Absence of gender category in both languages:
  - Shirin slept, Alisher slept. It has both languages and does not match in terms of predicative, gender and personality.
2. Incompatibility of the horse and its determinant in gender, number and conjunction:
  - Lucy is a clever student, John is a cleverly student.
3. Horses do not have morphological features outside the text, as in Russian:
  - A book, a school, a country.
4. The fact that horses come with no identifier includes a typological similarity:
  - A fast reader, a silly question, a black telephone.
5. Grammatical meaning is expressed by the agglutinative addition of an affixal morpheme to a stem morpheme or word base, as a result of which neither the stem nor the affix morpheme affects its appearance or sound structure:
  - Work - worked, flower - flowers, read - reading.
6. We see that stem and affix morphemes do not change when word-forming affixal morphemes are added to stem morphemes or bases and express new lexical meanings:
  - Read - reader, teach - teacher, paint - painter, work - worker.

## CONCLUSION

The examples analyzed above show similarities in the structure of English and Uzbek languages, comparing a foreign language with native language patterns, allowing language learning as a whole system, positively influencing a student's level of knowledge, including differentiation, comparison, generalization, creative and critical thinking and enhances the ability to understand and apply foreign language phenomena in practice.

## REFERENCES

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