

# COMPARATIVE ANALYSIS OF TEXTS IN FOREIGN LANGUAGES TEACHING METHODOLOGY

Sapayeva S.

*Sapayeva Sokhiba – Teacher,  
DEPARTMENT OF ENGLISH THEORY AND DISCIPLINE, PHILOLOGY FACULTY,  
UZBEK STATE WORLD LANGUAGES UNIVERSITY,  
TASHKENT, REPUBLIC OF UZBEKISTAN*

**Abstract:** *this article depicts the comparative method of analyzing the text with the purpose to study foreign languages. According to the author among the many and varied methods and techniques in the methodology of teaching English in a higher educational institution, they singled out the methodology to study English comparisons for analysis in this article. For this, it is necessary, first of all, to identify the mechanism by which the student (future bachelor) compares comparisons as a language unit in a text in a foreign (English) language. Understanding what a comparison is and what its role is in a text in Russian, a student makes a projection into English, finding a comparison and determining its role and functionality in the text.*

**Keywords:** *comparisons, text, Russian, English, methodology, form.*

Here it is important to understand what kind of text it is, what information it contains, what its form (prose or poetic text; fiction or scientific; spoken or written text, etc.). Understanding this allows us to perceive comparisons and use them as an important linguistic unit - an important one both at the informatively-substantive, and at the emotional and artistic levels. The methodology for studying comparisons is based on a methodological base - research by philologists (both linguists and literary scholars) not only in the field of English, but also in Russian and other languages [1].

Learning to see in the text the components of the comparison mechanism, to understand their meaning in the context of the phrase, and to be able to use comparisons in their oral and written speech in English is the task of teaching English language in a non-linguistic university. The teacher should teach students to distinguish and analyze comparisons according to their formal and semantic attributes [2].

The methodology for studying English comparisons in a non-linguistic university is based on creating a language image of the comparison mechanism in students. Working with the text, future bachelors identify its semantic elements and, by formal signs, find lexical units that form comparisons. A text in a foreign language for a person who is not a native speaker of this language always exists in the pair “original - translation”. To understand the English text, the student must first of all translate it into Russian. And Russian comparisons will perceive English comparisons in their connection with Russian comparisons, through their translation into Russian. We ask students to draw up a table of the most characteristic English comparisons and give examples based on educational literature and the Internet [1].

The definition of the semantic features of comparison can be based only on an informative and meaningful level (this is the simplest, “poor” level of perception of comparison, on the basis of assimilation: white as snow), and can be enriched by the associative series that arise in an emotionally and creatively developed personality in the process of comparing the structural parts of the comparison. The associative enrichment of the perception of comparison is carried out in the consciousness of the native language. Thus, any unit of English text for a person learning English, acts as a comparative unit. A comparison, in essence, is a comparative unit - even for a native speaker [3].

According to E.V. Pashkova “A comparative unit in which all the elements are presented has the following structure:

- *theme - the first structural element of a comparative unit, which is compared;*
- *image - the second structural element of a comparative unit, or something with which it is compared;*
- *sign - a common property, on the basis of which the similarity of the theme and image is established; a comparison indicator is a grammatical means of expressing comparative relations [3].*

Future bachelors should be taught to recognize and distinguish, by formal and semantic attributes, the elements of comparison as a comparative unit. The psychological, pedagogical and methodological aspects of the perception of the cognitive mechanism of comparison largely determine the success of its assimilation, for which it is necessary.

Our memory is so arranged that the subject perceives the idea of comparison through a topic, module, standard, therefore, the components of the cognitive mechanism of comparison are the following: *subject of comparison - the idea of the person making the comparison; topic - an idea of the compared; module - an idea of the sign, which is the basis of comparison; standard - an idea of what to compare.* Psychologically and methodologically, the fact that variability is embedded in the cognitive mechanism of comparison is also true.

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