CONTRASTIVE VOCABULARY ANALYSIS AS A WAY FORMATION OF SOCIO-CULTURAL COMPETENCE

Allamuradova Mukhabbat Meilievna
Teacher of Termez State University

ANNOTATION

This article is devoted to the issues of contrastive lexicology, in particular the problem seminal description of the studied units of the language of comparison in the process of contrastive research. The author considers the possibility of using contrastive analysis of vocabulary as one of the ways of forming socio-cultural competence of students of language specialties.

For this the definition of this competence is given in accordance with existing educational standards. The article substantiates the need for a seme description as the main condition for the success of a contrastive analysis.

Keywords: seme, seme analysis, contrastive description, lexical grouping, national vocabulary specificity, language competence.

INTRODUCTION

In recent decades, one of the important directions in linguistics is contrastive analysis, in the development of which a large contribution by such scientists as I.A. Sternin, Z.D. Popova, A. Gudavichyus, A.A. Zalevskaya, S.G. Klimchenko.

So, historically contrastive linguistics left the teaching language, and therefore is able to contribute to the improvement of modern methods of teaching a foreign language in terms of theoretical justification [2, p. 5].

In the modern methodology of teaching foreign languages, more and more attention is paid to communicative methods, along with traditional ways of teaching. Yes, followers,communicative-conscious method (Kolker Ya.M., Ustinova E.S.) believe that "communicative orientation is the core, penetrating the entire learning process, and awareness of the structure of language and speech actions, goals, ways to achieve them and the results of educational activity makes the student the subject of the educational process, creates the prerequisites for teacher-student collaboration and for further self-learning" [4].

We believe that contrastive vocabulary analysis can be successfully used for teaching, as its results provide students with opportunities for the conscious formation of lexical skills. In addition, the introduction of contrast analysis can be useful as a basis for research work. This article aims to show that contrastive analysis of vocabulary can also be useful for the formation of sociocultural competence based on the identification of similar and different components in the native and studied language, determining the national specifics of languages and cultures. It is known that language is at the same time product and part of the culture of the people, the language expresses the features of the national mentality, which means These two concepts are closely related and the study their features form the basis for the formation sociocultural competence and understanding of the communicative-pragmatic space of the language being studied.

In various universities when studying the discipline "Foreign language" students need to master a number of general cultural competencies: the ability to self-educate, the development of cognitive and research skills, the development of information culture, respect for spiritual values of different countries and peoples, etc. Consider sociocultural competence in details. Sociocultural competence presupposes knowledge that language can be means of transferring the cultural experience of the country, reflecting historical change, and knowledge of the norms of speech behavior depending on communicative situation; implies the ability to detect nationally marked vocabulary in texts of different styles and understand them meaning. One of the components of sociocultural competence is the ability to use the language (adequate use of nationally marked vocabulary in speech in various spheres of intercultural communication) [6].

As an example of using elements contrastive analysis, I would like to present contrastive description of lexical units grouping "children and adolescents", compiled in in accordance with the algorithm of contrastive analysis of vocabulary by I.A. Sternin [5].

This technique has proven its effectiveness, because on its basis only within the framework of the Voronezh theoretical-linguistic school of comparative studies, a large number of studies were carried out in this direction, as a result which, for example, was the publication of a number of contrastive dictionaries (Book A.V. Russian-English differential explanatory dictionary.

As noted in the method of contrast vocabulary analysis (Sternin I.A., Chubur T.A.), as a language material for contrastive analysis, it is advisable to choose the entire lexical grouping, as this will give the study a systemic character and provide an exhaustive set of lexical units for component analysis. At the first stage of work, the method continuous sample from explanatory dictionaries, a list of lexical units was compiled relating to on the topic of children and adolescents. Further, the list was replenished with words and phrases from this semantic field through the use of synonymous dictionaries and analysis of colloquial speech.

This list of words is called the base list. lexical grouping words. In this study, the list included 58 lexical units.

After the formation of the thematic group words (semes), semantic features (semes) were identified, according to which the words included grouping can be attributed to various structural-semantic subgroups. Kit semes for analysis, as well as their hierarchy in detail described by Sternin I.A. and Popova Z.D. in their writings on seminal semasiology.

Age period: children under 11 years old: baby, infant, infant, preschooler, artificial, peanut, button, baby, baby, small, juvenile, baby, baby, baby, baby, minor, newborn, child, baby, kid. Children over 11 years of age: kid, minor, boy, teenager, teenager / teenager, youngster. Sexual affiliation: girl, girly, girly, girl, boy, toddler, baby, boy, boy, boy, boy, girl, boy, puzan, bubble, puppy, youngster.

The presence or absence of biological consanguinity of children with.

Parents Presence Absence of parents or the order of birth in the family of natural children: blood, foundling, firstborn, offspring, foundling, afterborn, orphan. Positive attitude towards the child on the part of the speaker: breast- nichok, girl, girly, girly, kids, brainchild 1, baby, baby, baby, baby, baby,

baby, daughter, daughter, daughter, daughter, toddler, blood, baby, baby, little, baby, boy, foolish, chick, pot-bellied, baby, child.

Negative attitude towards the child on the part of the speaker: a girl, boy, offspring, spinogryz, puppy, youngster.

An ironic appeal to a child: child, child, peanut, button, youngster, small, offspring, child. Category of kinship in relation to parents: daughter, daughter, daughter, daughter, child. Some words can be attributed to two or more structural-semantic subgroups simultaneously, according to their seme composition. In such sememes, there are semes that determine the semantics of the word according to several parameters or characteristics. Thus, the sememe "baby" includes the semes that determine the face in early childhood are predominantly male, and the seme composition also contains a positive connotative coloring.

At this stage of the study, it was found vernacular words for which there is no individual dictionary entries in explanatory dictionaries Russian language, these are words such as: child, small. Also, non-equivalent lexical units of the Russian language, namely those units for which no conversions were found correspondences in Russian-English dictionaries, for example: baby, button, small,, paunchy.

The result of the first stage was a description of the composition and structures of the lexical grouping of names of persons of childhood, namely children from birth to adulthood.

In the second phase of the study, determination of interlingual correspondences of individual units. Each word from the lexical grouping established at the first stage was checked against bilingual English-Russian dictionaries, and all possible matches were written out in English language. All received English lexemes, in turn, were checked against synonymous dictionaries of the English language, which added to the list of matches. After this proverification of English lexical units, the list of translation correspondences was replenished with the following English units: neonate, juvenile, chick 3, youngling and others

Thus, given the list of translation correspondences becomes a list of interlingual correspondences, since it takes into account not only the foreign language equivalents of each words, but also a number of synonyms of English words obtained using Russian-English dictionaries.

Speaking about the practical application of conconstructive analysis for the formation of language competencies, it is worth noting that its implementation in the school curriculum is quite pro blematic, but can be useful for teachers when introducing new vocabulary and clarifying the shades of the meaning of new lexical units. Also, the contrastive method determines national specificity of vocabulary, which poses sociocultural competence.

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