

## COMPARATIVE AND TYPOLOGICAL STUDY OF LANGUAGES

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**ABSTRACT:** This article deals with the comparative and typological analysis of languages, the differences between comparative linguistics.

**KEYWORDS:** lingvodidactics, description of comparative typological languages, Russian, study of interrelated languages, transposition, interference.

### INTRODUCTION

The comparative method is now widely used not only in language theory but also in applied research. As long as; therefore, the understanding of their functions has expanded as comparative work has increased. Many foreign linguists understand comparative linguistics as a comparative study of languages for linguodidactic purposes. Therefore, they believe that comparative linguistics should be different from each other in comparing languages to find sources of noise, show typical errors, identify difficulties (or hierarchy of difficulties) explain it to foreign learners, typical errors.

The founder of the comparative study of languages in Russia for linguodidactic purposes is the well-known Russian linguist E.D. Polivanov. In his works, he pointed out not only the differences between the compared languages and the difficulties that arise from these differences, but also the common mistakes of native speakers in speaking a language other than their mother tongue.

Plays an important role in the development of the theory of comparative languages Discussions that began in 1957-1958 played linguodidactic purposes. In the pages of the magazine "Russian in the National School". The reason for this was that this discussion was served by an informative article by B.A. Serebrennikov asked, "Is any comparison useful?"

Many linguists set two tasks in comparative study for linguodidactic purposes - linguistic and methodological. The linguistic task is to make it as complete as possible to reveal the general things in these languages and the specific, specific things that are most profound for a particular language, compared to another.

For theoretical purposes, the task of comparative study of native languages and the languages studied is to identify similarities and differences between the languages being compared. languages: identifying causes of similarities and differences; deeper knowledge of the mother tongue and the

language systems to be studied, revealing comparable features of languages that have been neglected in the study of a language; identifying structural compatibility and inconsistencies between compared languages

The study of comparative languages for theoretical purposes allows a deeper understanding of the appropriate language systems, expands our knowledge of each system, compares languages separately, enriches general linguistics with new languages, proves the correctness or incorrectness of hypothetical universals. Our article is mainly devoted to the issues of comparative description of languages for methodological purposes.

If linguistic typology and comparative historical linguistics develop mainly on a theoretical basis, contrasting linguistics subordinates both theoretical and methodological conclusions, mainly to linguodidactic purposes. Examination of the findings showed that linguists do not look at the similarities and differences between the mother tongue and the mother tongue at one point in their importance in learning a foreign language.

To install. Regarding the similarities and differences between the compared languages, the following four concepts are introduced:

- 1) methodologically relevant similarities;
- 2) methodologically insignificant similarity;
- 3) methodologically relevant differentiation;
- 4) methodologically insignificant differentiation.

A.A. Reformatzky points out that there may be clear similarities between the compared linguistic phenomena. The most dangerous thing is to focus on the visible "similarity"; they are almost always provocative and should be feared more, and this is the reason for the "similarities"- in the ideological nature of language. Therefore, methodologically relevant similarities should not be confused with similarities of linguistic significance.

The methodologically relevant similarity is the similarity between local and non-native languages, which encourages the positive transfer of these skills from native language to foreign language. It is not possible to draw methodological conclusions or recommendations from similarities that do not encourage a positive transfer of skills from methodologically insignificant similarities. A methodologically relevant difference is the difference between local and non-local. can become a linguistic cause of interlingual interference.

Conversely, a methodologically insignificant difference cannot lead to interlingual interference. It should be noted that one and the same interlingual distinction may be methodologically relevant for speakers in one of the comparable languages and insignificant for the other.

For example, an adjective in Russian, unlike an adjective in Kabardino-Circassian, has categories of number, gender, and status. This difference is methodologically relevant for the Kabardino audience, but insignificant for the Russians.

Kabardino-Balkaria is not accustomed to distinguishing categories, the number, gender and quality of the adjective, does not distinguish them in Russian, and as a result makes mistakes such as "new book", "clean window".

In this regard, it is of great practical importance to make the linguistic similarities and differences methodologically relevant and insignificant. While focusing on this aspect of research, the results of comparative research cannot be used in teaching, creating a foreign language. a science-based system of textbooks, manuals, and programs. Comparative linguistics can be the basis for a specific methodology of mother tongue teaching only if its task involves the analysis of identified methodological similarities and differences in terms of methodological significance, i.e., interference potential.

Otherwise, the results of comparative research will be "blurred", i.e., a language that is not ready to use them in a personal way of teaching non-natives. To identify all methodological similarities and differences, it is necessary to make an in-depth comparison between the comparative phenomena of the mother and the studied languages, which reveals the features of the compared languages that are not taken into account in the study of other languages.

Thus, in our opinion, the main tasks of comparative language learning for methodological purposes are: similarities and differences of compared phenomena; methodological relevance of similarities and differences; the nature of interlingual communication; interlingual systematic correspondence.

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