CONTRASTIVE ANALYSIS OF THE CATEGORY OF THE NUMBER OF RUSSIAN AND UZBEK LANGUAGES IN TEACHING RUSSIAN AS A NON-NATIONAL LANGUAGE

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Abstract. *The article examines the contrasting and methodological aspect of teaching Russian numerology in Uzbek classrooms. The similarities and differences in the ways of expressing the plural in Russian and Uzbek languages, as well as their influence on the process of students mastering the grammatical norms of the Russian language, are analyzed. The effectiveness of using a comparative approach in the methodology of teaching Russian as a non-native language is substantiated, and individual methodological recommendations for overcoming difficulties in studying the number category are proposed.*

Keywords: *contrastive linguistics, Russian as a non-native language, number category, comparative analysis, Uzbek language, interlingual interference, teaching methodology.*

Currently, it is difficult to deny the significance of comparisons with the native language in teaching Russian as a non-native language, therefore, to develop a methodology for teaching Russian as a non-native language, a close relationship with contrasting methodology is necessary. It is widely known that neighboring peoples, such as Tajiks and Russians, living in the same state and belonging to different peoples, have used and continue to use two languages for centuries [5].

In modern linguistics, various perspectives on this issue are presented, which, according to the classification of L.M. Malikh [4, p. 44], are conditionally divided into four groups. Thus, representatives of the first group state that the purpose of contrastive research is to reveal the differences of the compared languages against the backdrop of similarity.

The main conclusions of this narrow understanding of the tasks of contrastive linguistics are presented in the work of V.N. Yartseva "Contrastive Grammar." The second group of researchers, whose prominent representative is V.G. Gak, understands the purpose of contrastive linguistics as the equal study of similarities and differences between languages. In the third group, the goal of contrastive linguistics is to "identify the fundamental similarity of the organization of the

expression plan" in the compared languages, i.e., here it is more important to find similarities than differences. The fourth group of linguists acknowledge that the purpose of contrastive research is to establish more general patterns between different structural languages through the identification of differences (and similarities) [4].

According to I.A. Sternin, contrastive linguistics represents one of the most striking and effective forms of connection between fundamental theoretical linguistics and the applied aspects of linguistics. This means that contrastive linguistics is a zone where the paths of theory and practice intersect [6, p.4].

However, some linguists believe that despite the rapid development of contrastive linguistics, one of the relatively new branches of comparative linguistics, it occupies an undefined place in the system of linguistic disciplines that needs clarification [4, p.44].

The problem lies, first of all, in the methodology of comparative research regarding the goal (tasks), object, subject, and methods of analysis, using comparison as a general method of language study. L.M.Malykh acknowledges that the difficulty lies in distinguishing between typology and contrastive linguistics. At the heart of contrastive linguistics lies the comparative method, which differs from general typological approaches in its research objectives. Thus, the most pressing issue discussed by linguists is the goals of contrastive research.

For teaching foreign languages, the use of methods and achievements of contrastive linguistics is a solid and solid foundation [3, p.39], and therefore, it is precisely the comparison of the studied language with the native language of students that represents one of the effective teaching methods aimed at creating pedagogical conditions for overcoming cognitive barriers in the process of language acquisition in adulthood in a non-linguistic environment. In pedagogical literature, pedagogical conditions are interpreted as "conditions specifically created for certain educational purposes" [2, p.163]. At the same time, these conditions are considered not the only factor that guarantees the result, but only contribute to it, facilitate the process [2, p.164].

The contrastive-methodical aspect (in language teaching) is an approach based on comparative study of two languages (native and studied) to identify their similarities and differences in order to optimize the learning process of predicting difficulties and overcoming interference.

This aspect combines the theoretical data of contrastive linguistics (comparison of language systems) with teaching methodology, i.e., translates linguistic data into practical learning materials.

Teaching the number category of the Russian language in the Uzbek audience requires consideration of significant typological differences between languages,

making the contrast-methodological approach most effective. The main goal is to overcome interlingual interference when grammatical habits of the Uzbek language are transferred to Russian speech.

Below are the key features, contrasting differences, and methodological recommendations:

1. Contrastive differences (Russian vs. Uzbek)		
Language	Russian	Uzbek
Method of formation:	The endings of the plural (-ы-и-а-я) depend on the genus and base (table -> tables edge -> edges – стол -> столы край -> края).	The plural is formed agglutinatively - by adding the suffix -lar to the stem regardless of gender (kitob -> kitoblar).
Coordination:	The plural agrees in genus and case (large tables – большие столы).	If a noun is preceded by a number (digit), the suffix -lar is usually not used (besh kitob - five books are not besh kitoblar).
Collectivity and genus category:	In Russian, there are nouns that do not have plural forms (real: milk-salt; collective: studenthood – *молокосоль*; *студенчество*).	In Uzbek, -lar can be used to express respect (Ota keldilar).
2. Typical mistakes of Uzbek students.		
Ignoring numbers with numerals:	Using plural endings after digits (for example, *"five tables" instead of "five tables" – "пять столы"* вместо "пять столов").	
Errors in gender:	Incorrect choice of plural endings due to misunderstanding the gender of the noun (writing instead of writing – письма вместо письма).	
Calquing:	Direct translation of the "number + noun" structure without considering agreement.	
3.Methodological features of teaching		
Algorithmization: The contrasting aspect requires comparative tables and switching exercises		

Enter the algorithm:	"First, determine the genus (he/she/it), then look at the last letter, then choose the ending (-ы/-и/-а/-я)."
Working with numerals:	Special attention should be paid to the exercises "one - two - five." It is difficult for Uzbek students to accept that with 2, 3, 4 the genitive case is used singular (two tables- два стола),), and with 5 and further - plural (five tables – пять столов).
Visualization:	Using visual aids to demonstrate the difference between "one object" and "many objects."(«один объект» и «много объектов»)
Taking into account the context:	Learning to use -lar in the meaning of respect in Uzbek and its absence in Russian: Ota keldilar cannot be translated as Otsi keldi – (*Отцы пришли*).
Conclusion:	Conclusion: Training should be based on comparing systems where the teacher, knowing the Uzbek language, anticipates interference and uses training exercises aimed at automating Russian endings that contrast with the universal Uzbek -lar.

In non-native Russian language classes, there is no need to conduct a contrast analysis between Russian and Uzbek languages in the classroom; to achieve effective use of the results of the contrast analysis in the educational process, it is necessary to teach Russian based on the well-known native Uzbek language, rather than informing students about the relationship between these languages. To build a rational and effective course for teaching Russian based on the native language, it is necessary to have a complete systematic description of both languages at all levels - phonetic, morphological, word-formation, lexical, phraseological, semantic.

For the successful mastery of Russian literary language norms by students of secondary and higher grades of Uzbek schools, it is necessary to take into account the existing similarities and differences in the grammatical systems of the Uzbek and Russian languages. At the same time, the greatest attention should be paid to the features of functional grammar, that is, the comparative analysis of the number category of the Russian and Uzbek languages. The relevance of this problem for the methodology of teaching Russian to native speakers of the Uzbek language is due to a number of factors, and not only to the presence of certain dissimilar elements in both languages. This also has clear prospects for further improving the learning process.

A competent and systematic comparison of two language systems - native and the one being studied - allows an experienced teacher to recognize the causes of errors

in mastering another language: whether they are caused by the interference of the native language, or because the target language system is not sufficiently firmly established in the students' memory, a situation leading to intra-structural mixing and the unification of different foreign language rules, etc. Finally, errors can be of "physiological" and "psychological" origin (illnesses, general weakness of health, peculiarities of development of memory, attention, slow comprehension, insufficient level of speech development, incomplete formation of cognitive interests, narrow horizons, etc.).

These are the so-called cognitive barriers in learning, interpreted in pedagogy as "a state of difficulty expressed in the inability to assess what is happening, to exercise control over one's intellectual abilities, cognitive processes, emotional and mental states," on the one hand, "as a pedagogical phenomenon characterized by the student's personal problems arising during the solution of educational and cognitive tasks" - on the other [1, p.226].

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