

# The Importance of Using the Comparative Method in Increasing the Effectiveness of the Lesson and the Methods of Forming Language Competence in Students

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## ABSTRACT

This article discusses the role of the comparative method of improving the effectiveness of the lesson. It analyzes the application of the comparative method in formulation of language competencies in students.

**KEYWORDS:** *comparison, linguistic, object, competence, information exchange, psychological laws, induction, analysis, synonyms*

Comparing the studied object plays a big role in knowing the world. Comparing a previously studied object to a newly studied object is one of the most basic methods of learning. As a result of the comparison, common and specific aspects of the compared objects are determined. Therefore, comparison is found in all methods of linguistic analysis as a universal process of thinking.

But in the methodology of linguistic research, the comparison of the internal structure of one language and the comparison between languages are significantly different. Comparison of the internal structure of a language includes various grammatical phenomena and categories of the But in the methodology of linguistic research, the comparison of the internal structure of one language and the comparison between languages are significantly different. Comparison of the internal structure of a language includes various grammatical phenomena and categories of the but in the methodology of linguistic research, the comparison of the internal structure of one language and the comparison between languages are significantly different. Comparison of the internal structure of a language includes various grammatical phenomena and categories of the same language.

The role of the teacher in the formation of language competence in elementary school students is great. In this place, the teacher's free and clear speech is one of the first-level important conditions for the formation of students' language competence. Because the student understands the manners of behavior and the appropriate use of language skills in different situations mainly in the form of a teacher. Etiquette is based on psychological laws and standards of etiquette. Its main tasks are: exchange of information, interaction, mutual understanding, control of its correct implementation.

This can be summarized by the following table:

No	Fairy tale heroes	Their movement	The tone of their speech	A unique feature
1	rabbit	nimble	thin voice	coward
2	wolf	sharp	unpleasant voice	trusting
3	bear	Slow and rough	thick voice	strong
4	fox	fast	nice voice	cunning

In elementary grades, the most basic type of comparative method, for example, based on the comparative analysis of human speech, speech in general, is important in forming students' knowledge of language, as well as the ability to use this knowledge appropriately in different situations. Below, we will get acquainted with the method of studying the heroes of fairy tales based on comparative analysis.

Any comparison leads to analysis, and as a result of the analysis, a conclusion is drawn. For example, the teacher directs the students' attention to the analysis of the speech of a character from a cartoon or a fairy tale. This process occurs in three stages:

1. The process of remembering;
2. Imagination process;
3. Analysis process.

The first process occurs on the basis of space and time (when and where seen), in which the teacher helps students remember. For example, we remember the fairy tale "Bugirsok". By asking the following questions, you will be reminded when and where you saw it:

1. Do we know the fairy tale "Bugirsok"?
2. When did you hear or see?
3. What characters are there in the fairy tale?
4. Which characters do you like and why?

Based on the result of the first process, the student fills in the first column of the table.

The second process is based on induction, the actions and speech of the hero of the fairy tale are imagined. The following tasks can be given:

1. Show the movement of the rabbit.
2. Imitate his voice.
3. Show the behavior of the wolf.
4. Imitate his voice.
5. Show the movement of the bear.
6. Imitate his voice.
7. Show the movement of the fox.
8. Imitate his voice.

The third process occurs on the basis of deduction, that is, the speech of the hero of the fairy tale is analyzed. As a result of the analysis, the characteristic features of the hero's speech are determined. Students will have to repeat each character's speech and select the most similar ones and then analyze them.

The following conclusions can be drawn from the table:

1. As a result of the analysis of the movement of animals, they can be sorted and graded as follows: rabbit (quick), fox (slow), wolf (sharp), bear (slow).
2. As a result of the analysis of the speech, we can divide them into two opposing sides (external opposition), rabbit (thin) ↔ bear (thick); wolf (unpleasant) ↔ fox (pleasant).
3. Internal resistance of animals, the rabbit is agile, but cowardly. The wolf is sharp, but trusting (the fox always deceives the wolf in fairy tales). The bear is strong, but slow moving. The fox is agile and has a pleasant voice, but is cunning.

As a result of this analysis, students learn the movement, sound and characteristics of animals in relation to gradation, internal and external opposition.

Therefore, the teacher forms the skills of observation, imagination, analysis, drawing conclusions and clearly stating their conclusions in students through the comparative analysis of fairy-tale heroes.

Studying word meanings through comparative analysis. Naturally, one of the main goals of any speech is to influence the mind of the listener or reader. And the cultural speech strengthens that effect even more, conquers not the dry ears of the listener or reader, but the fortress of the heart, the fortress of the mind. For this reason, words with similar, similar, and opposite meanings have their place in cultural speech.

Although synonymous words have a common unifying meaning, they are words that differ from each other by a number of features such as subtleties of additional meaning, emotional color, and application. A. Hojiev's book "A Brief Dictionary of Synonyms of the Uzbek Language" contains two, three, five and more than ten words with the same meaning to express one concept. In particular, ten synonyms of the word "suffering", eleven of the word "time", and fourteen of the word "shameless" have been explained. It is clear from this that language creates opportunities for people to choose words from a range of meaningful words. It seems that although synonyms express a common meaning, each of them has its own place of use in speech due to their different characteristics. Let's pay attention to the following sentences: Thin, thin-legged, ragged-clothed peasants crouch behind the plow and plow the tired land (Oybek). As I was ashamed to carry my child during the day, I moved to the "Beklar Beg" madrasa on Saturday after dark (M.Muhammadjonov).

The similar words given in the examples (juldur and uvada) mean that something has become old, tattered, and luxurious as a result of a lot of use.

So, these words are combined into one paradigm through the "old" concept, and the integral sign that unites them is that they are used a lot. But they also have their own distinctive features. In particular, juldur is mainly used for clothing, to a lesser extent, for blankets and other items. In Uvada, it is mostly used for blankets and other items, and less often for clothing.

When the word Uvada is used in relation to clothing, it strengthens the meaning by saying that it is older than its boldness, and that it is no longer worthy to be called clothing: Uvada is a person who sees women wrapped in burqas, and children with bare feet. they stopped and stared for a long time as if they had met (Parda Tursun).

The word juldur has a weaker meaning than uvada when it is used to refer to blankets and other items rather than clothing. It seems that the word uvada in both cases is a word that conveys a strong level of the "old" sema.

So, in speech, synonymous words are used to express different levels of a certain meaning, that is, depending on the situation, we use synonymous words to express different levels of a certain sign.

It seems that we can determine the level of meaning enhancement in similar words. For example, let's determine the degree of expression of the meaning of the opposite of easy in the synonyms of difficult, difficult, easy, difficult, difficult, arduous, difficult.

In addition, there may be phrases and sentences with the same meaning. Including:

- to be surprised - to catch the collar;
- to suffer - to strike a nut in the head;
- to honor - not to trust the husband and wife.

Grabbing his collar, throwing a nut on his head, not trusting the earth is not simply surprising, tormenting, admiring, but rather surprising, finally tormenting, extremely admiring. So, in the meaning of these expressions, there is an additional meaning "extremely". In general, any expression has a sign of meaning enhancement.

It seems that being able to distinguish between synonyms, correctly distinguishing the subtle differences in their shades of meaning, and using each of them correctly in its proper place will make the thought correct and clear. is of great importance in expression.

In short, in order to thoroughly master the passed rule and be able to use it in practical speech, students should improve skills such as comparison, analysis and synthesis, generalization and abstraction, inductive and deductive conclusions.

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