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Сравнительная типология английского, русского и родного языков
(учебно-методический комплекс)

Жалал-Абад 2024

Обсуждено

на заседании кафедры английского языка и литературы

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Учебно-методический комплекс «**Сравнительная типология английского, русского и родного языков**» разработан в соответствии с требованиями Государственного образовательного стандарта высшего профессионального образования по направлению 550300 Филологическое образование, **основной образовательной программы – бакалавриат**, “Иностранный (английский) язык”.

Учебно-методический комплекс предназначен для преподавателей, а также студентов филологического факультета Жалал-Абадского государственного университета имени Б.Осмонова.

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Учебно-методический комплекс «**Сравнительная типология английского, русского и родного языков**» разработан в соответствии с требованиями Государственного образовательного стандарта высшего профессионального образования по направлению 550300 Филологическое образование, основной образовательной программы – бакалавриат, “Иностранный (английский) язык”.

Учебно-методический комплекс предназначен для преподавателей, а также студентов филологического факультета Жалал-Абадского государственного университета имени Б.Осмонова.

Цель данного учебно-методического комплекса – создать условия для наиболее эффективной реализации требований образовательной программы по изучаемой дисциплине и соответствующего образовательного стандарта высшего образования.

Основной целью заключается в формировании у обучающихся глубоких знаний о структурных особенностях и типологических характеристиках этих трех языков, а также в развитии их навыков сравнительного анализа языковых явлений.

Учебно-методический комплекс включает:

- теоретический раздел (тематика лекционных занятий)
- практический раздел (тематика практических занятий, задания для самостоятельной работы студентов);
- вспомогательный раздел (учебная программа дисциплины, методические рекомендации, перечень учебных изданий);
- список рекомендуемой литературы.

Учебно-методический комплекс может быть использован при подготовке преподавателем теоретических и практических занятий, при индивидуальном освоении изучаемого материала, а также при организации самостоятельной работы студентов.

Данный комплекс носит рекомендательный характер. Его цель — систематизировать учебно-методический материал по изучаемой учебной дисциплине, оптимизировать образовательный процесс и обеспечить качественные условия и обучающиеся должны научиться сравнивать языковые явления на разных уровнях языковой системы, выявляя общие и специфические черты каждого языка. Сравнительный анализ языков разных языковых семейств позволяет расширить кругозор обучающихся, повысить их межкультурную компетенцию и понимание взаимосвязи языка и культуры.

Программу дисциплины разработали:

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Аннотация "Сравнительная типология английского, русского и кыргызского языков" знакомит обучающихся с основами сравнительной типологии языков, используя в качестве примеров английский, русский и кыргызский языки. Она направлена на формирование у студентов глубоких знаний о структурных особенностях и типологических характеристиках этих трех языков, а также на развитие их навыков сравнительного анализа языковых явлений.

Данный комплекс включает в себя:

Введение в типологию языков: основные понятия типологии, методы сравнительного анализа языков, классификация языков мира.

Фонетика и фонология: сравнительный анализ звуковых систем английского, русского и кыргызского языков, фонологические процессы, типы слогов и просодические системы.

Морфология: сравнительный анализ морфологических систем английского, русского и кыргызского языков, части речи, категории имени и глагола, словообразование.

Синтаксис: сравнительный анализ синтаксических систем английского, русского и кыргызского языков, типы предложений, члены предложения, способы связи слов в предложении.

Лексика и семантика: сравнительный анализ лексических систем английского, русского и кыргызского языков, лексические заимствования, семантические поля, фразеология.

Типологические характеристики английского, русского и кыргызского языков: определение места каждого языка в типологической классификации языков мира, выявление общих и специфических черт их структурных систем. Изучат основные понятия и методы сравнительной типологии языков. Проведут сравнительный анализ звуковых систем, морфологических систем, синтаксических систем, лексических систем английского, русского и кыргызского языков.

Актуальность курса "Сравнительная типология английского, русского и кыргызского языков" в эпоху глобализации, когда люди разных стран и культур все чаще взаимодействуют друг с другом, растет потребность в специалистах, способных понимать языковые особенности и культурные нюансы разных народов. Изучение типологии английского, русского и кыргызского языков позволяет развить межкультурную компетенцию, необходимую для эффективной коммуникации в международном контексте.

Сравнительная типология языков является важной областью лингвистики, которая позволяет глубже понять устройство языков, их сходства и различия. Изучение типологии трех языков, принадлежащих к разным языковым семьям, способствует расширению лингвистических знаний и формированию системного мышления.

В условиях глобализации специалисты, обладающие знаниями в области типологии языков и межкультурной коммуникации, востребованы в различных сферах деятельности, таких как перевод, лингвистика, образование, бизнес, туризм, дипломатия.

В целом, курс "Сравнительная типология английского, русского и кыргызского языков" является актуальным и востребованным в современном мире. Он позволяет развить лингвистические знания, межкультурную компетенцию, когнитивные навыки, а также повысить уровень языковой подготовки и конкурентоспособность на рынке труда.

Предметом курса "Сравнительная типология английского, русского и кыргызского языков" является изучение структурных особенностей и типологических характеристик этих трех языков.

В рамках курса изучаются:

Фонетика и фонология: звуковые системы языков, их сходства и различия, типологические характеристики фонологических систем.

Морфология: морфологические системы языков, их сходства и различия, типологические характеристики морфологических систем.

Синтаксис: синтаксические системы языков, их сходства и различия, типологические характеристики синтаксических систем.

Лексика и семантика: лексические и семантические системы языков, их сходства и различия, типологические характеристики лексических и семантических систем.

Лингвокультурология: взаимосвязь языка и культуры, языковые особенности, отражающие культурные ценности и традиции, сравнительный анализ лингвокультурных аспектов английского, русского и кыргызского языков.

Цель курса "Сравнительная типология английского, русского и кыргызского языков" заключается в формировании у обучающихся глубоких знаний о структурных особенностях и типологических характеристиках этих трех языков, а также в развитии их навыков сравнительного анализа языковых явлений. Обучающиеся должны научиться сравнивать языковые явления на разных уровнях языковой системы, выявляя общие и специфические черты каждого языка.

Основная цель курса - углубить знания о структурных особенностях и типологических характеристиках этих трех языков, развить навыки сравнительного анализа языковых явлений, сформировать лингвистическое мышление и навыки логического анализа, повысить межкультурную компетенцию и понимание взаимосвязи языка и культуры и подготовиться к дальнейшему изучению языков.

Основная задача курса "Сравнительная типология английского, русского и кыргызского языков" заключается не только в формировании знаний о языках, но и в развитии навыков сравнительного анализа, лингвистического мышления, межкультурной компетенции, а также в подготовке к дальнейшему изучению языков.

Реализация этой задачи позволяет обучающимся не только получить глубокие знания о типологии трех изучаемых языков, но и развить ряд важных когнитивных навыков, необходимых для успешного обучения и профессиональной деятельности в различных сферах.

В результате освоения дисциплины "Сравнительная типология английского, русского и кыргызского языков" обучающийся должен:

Знать:

- Основные понятия типологии языков.
- Структурные особенности и типологические характеристики фонетических, фонологических, морфологических, синтаксических, лексических и семантических систем английского, русского и кыргызского языков.
- Взаимосвязь языка и культуры, отражение культурных особенностей в языковых системах.
- Методы типологического исследования.

Уметь:

- Сравнивать языковые явления на разных уровнях языковой системы (фонетическом, фонологическом, морфологическом, синтаксическом, лексическом, семантическом).
- Выявлять общие и специфические черты каждого языка, обусловленные их типологическими характеристиками.
- Применять знания о типологии языков для решения лингвистических задач и интерпретации языковых фактов.
- Анализировать языковые особенности, отражающие культурные ценности и традиции.

- Использовать полученные знания для дальнейшего изучения английского, русского и кыргызского языков, а также других языков.

Владеть:

- Навыками сравнительного анализа языковых явлений.
- Навыками логического мышления, анализа, синтеза и обобщения информации.
- Навыками аргументации и формулирования выводов.
- Навыками межкультурной коммуникации.
- Систематизированными знаниями о типологии английского, русского и кыргызского языков.

Освоение курса "Сравнительная типология английского, русского и кыргызского языков" позволит обучающимся:

- Расширить лингвистические знания и кругозор.
- Развить когнитивные навыки, необходимые для успешного обучения и профессиональной деятельности.
- Повысить уровень межкультурной компетенции.
- Подготовиться к дальнейшему изучению языков.
- Сформировать системное представление о языках как о сложных динамичных системах, взаимосвязанных со своими типологическими характеристиками.

Данный курс является ценным компонентом подготовки лингвистов, переводчиков, специалистов по межкультурной коммуникации, а также всех, кто интересуется языками и культурой.

Место дисциплины в структуре образовательной программы:

Дисциплина "Сравнительная типология английского, русского и кыргызского языков" относится к дисциплинам профессионального цикла В.3.19. и является ценным компонентом подготовки специалистов, которые должны обладать глубокими знаниями о языке, его структуре и функционировании в различных культурных контекстах.

Освоение курса позволит обучающимся расширить лингвистические знания и кругозор, развить когнитивные навыки, необходимые для успешного обучения и профессиональной деятельности, повысить уровень межкультурной компетенции. Подготовиться к дальнейшему изучению языков. Сформировать системное представление о языках как о сложных динамичных системах, взаимосвязанных со своими типологическими характеристиками.

В результате освоения дисциплины обучающийся должен сформировать:

- **ПК-11:** Владение навыками аргументации и формулирования выводов.
- **ПК-12:** Владение навыками межкультурной коммуникации.
- **ПК-13:** Владение систематизированными знаниями о типологии английского, русского и кыргызского языков.

Освоение курса "Сравнительная типология английского, русского и кыргызского языков" позволит обучающимся стать высококвалифицированными специалистами, способными:

- Решать лингвистические задачи различной сложности.
- Осуществлять межкультурную коммуникацию.
- Преподавать языки.
- Заниматься научной деятельностью в области лингвистики.
- Переводить тексты с одного языка на другой.
- Работать в сфере культуры, образования, бизнеса и других областях, где требуется знание языков и межкультурная компетенция.

Структура и содержание дисциплины/ модуля

№	Общие работы	Всего часов	Семестр
1.	лекционные	30 часов	VII
	практические	30 часов	VIII
2.	СРС	60 часов	VIII

Часовые разделение дисциплин по разделам.

№	Наименование разделов	всего часов	аудиторные часы	лекционные часы	недельные разделение	практические часы	недельные часы	самостоятельные работы	недельные
1.	Comparative Typology as a branch of General Linguistics	10		5	2,5	5	2,5	10	2,5
2.	Typology of phonetic and phonological levels of English and Native languages	10		5	2,5	5	2,5	10	2,5
3.	Typology of morphological level of English and Native Languages	10		5	2,5	5	2,5	10	2,5
4.	Typology of syntactic level of English and Native Language	10		5	2,5	5	2,5	10	2,5
5.	Typology of lexical level of English and Native Languages	10		5	2,5	5	2,5	10	2,5
6.	Interrelation of typology with anthropological trends of linguistic.	10		5	2,5	5	2,5	10	2,5
	всего:	60		30	15	30	15	60	15

1.1.3.Содержание дисциплин

№	Темы занятий
1.	Comparative Typology: subject matter, types, tasks, approaches
2.	Historical background of typological investigations
3.	Classification of Comparative Typology by Dr. Buranov
4.	Types of language comparison
5.	Phonetics and phonology as different branches of Linguistics
6.	Typological characteristics of English and Native languages phonetic system
7.	Typological characteristics of English and Native languages phonological system
8.	Theoretical basis of determining necessary constants in morphological level
9.	Typology of parts of speech in English and Native Languages
10.	Typology of Grammatical Categories in English and Native Languages
11.	Typology of phrases/word-combinations
12.	Typology of sentences.
13.	Lexical Typology and its branches.
14.	Comparative analysis of English and Native languages words
15.	Comparative analysis of English and Native languages word-formation type
16.	Comparative Typology in Modern trends of linguistics.
17.	Typology of cultural concepts of English and Native language.
18.	Typology in gender linguistics of English and Native language.

1.1.4. Структура и содержание самостоятельной работы дисциплины (модуля)

№	Раздел дисциплины	Семестр	Неделя сем-а	Виды самост. работы	Трудоемкость (в часах)	Формы контроля СРС
1	Methods of typological studies	IV	1	Подготовка к устному опросу	4	устный опрос
2	Inflexional and Aggluti-nating, Poly-synthetic languages Typological characteristics of languages	IV	2	презентаци я	4	презентация
3	Founders of syntactical typology	IV	3	дискуссия	4	дискуссия

4	Syntactical classification of languages based on sentence structure.	IV	4	устный опрос	4	устный опрос
5	Other methods of C.T. Dominating or determining features of 2 languages. Language universals, 'unicals' and recessives	IV	5	устный опрос	4	устный опрос
6	Comparative typology of phonemes in ME, Kyrgyz and Russian	IV	6	устный опрос	4	устный опрос
7	Comparative typology in Europe, Kyrgyzstan	IV	7	письменно	4	письменно
8	Typology of grammar categories. Verbal categories	IV	8	письменно	4	письменно
9	Stress, its definition, types and functions in Modern English, Kyrgyz and Russian	IV	9	письменно	4	письменно
10	Linguistics without words and without morphology	IV	10	дискуссия	4	дискуссия
11	Specific features of English, Kyrgyz and Russian Compounds	IV	11	дискуссия	4	дискуссия
12	The structural scheme of a	IV	12	письменно	4	письменно

	sentence in three languages					
1 3	Word order in three languages.	IV	13	письменно	4	письменно
1 4	The structural scheme of a sentence in Russian, English, Kyrgyz.	IV	14	письменно	4	письменно
1 5	Typology of deep structure sentences	IV	15	письменно	4	письменно
					60	

Lecture course

Part 1 Comparative Typology as a branch of General Linguistics

Theme: Comparative Typology: subject matter, types, tasks, approaches

Comparative typology is a branch of linguistics that studies languages by comparing their structures and features. It aims to identify similarities and differences between languages, allowing us to understand how languages are categorized and how they function.

Subject Matter:

The subject matter of comparative typology encompasses all aspects of language structure, including:

- **Phonetics and Phonology:** Sounds, sound systems, and how sounds are organized in a language.
- **Morphology:** Word formation and the internal structure of words.
- **Syntax:** Sentence structure and how words are combined to form sentences.
- **Lexicon and Semantics:** Vocabulary and the meaning of words and sentences.

By comparing these elements across languages, typologists can identify patterns and categorize languages into different types.

Comparative typology delves into the fascinating world of language structures by comparing and contrasting them across different languages. It doesn't just identify similarities and differences, but aims to categorize languages based on these features, revealing underlying patterns and universals. Here's a detailed breakdown of the subject matter within comparative typology:

1. Phonetics and Phonology:

- **Sounds:** This area compares the inventories of sounds (phonemes) used by different languages. For example, English has a "th" sound not found in Spanish, while Japanese lacks the "l" sound present in English.
- **Sound Systems:** The organization of sounds within a language is compared. Are consonant clusters common, or are syllables restricted in structure? For instance,

Hungarian allows complex consonant clusters, while Hawaiian syllables typically have a consonant-vowel structure.

- **Phonological Processes:** How sounds are modified in connected speech is analyzed. Do languages have vowel harmony, where vowels within a word must be similar (e.g., Turkish)? Are there sound alternations depending on the grammatical context (e.g., English "sing" vs. "sang")?

2. Morphology:

- **Word Formation:** Comparative typology examines how words are built in different languages. Are prefixes and suffixes used extensively (e.g., Turkish)? Do languages rely on internal modifications to express grammatical information (e.g., Arabic)?
- **Morphological Complexity:** The level of complexity in word structure is compared. Are words typically simple and uninflected (e.g., Vietnamese), or do they carry a lot of grammatical information within the word itself (e.g., Finnish)?

3. Syntax:

- **Sentence Structure:** The order of words and phrases in a sentence is compared. Do languages have a subject-verb-object (SVO) order like English or a subject-object-verb (SOV) order like Japanese? Is word order flexible or relatively fixed?
- **Grammatical Relations:** How grammatical roles like subject and object are expressed in a sentence is analyzed. Do languages rely on prepositions (e.g., English) or case marking on nouns (e.g., Russian) to indicate these roles?

4. Lexicon and Semantics:

- **Lexical Similarities and Differences:** This area compares vocabulary across languages. Are there cognates (words with a common origin) that shed light on historical relationships? How are basic concepts like color or kinship expressed in different languages?
- **Semantic Fields:** The organization of meaning within a language domain is explored. For instance, how are color terms categorized in different languages (e.g., basic vs. complex color systems)?

Beyond these core areas, comparative typology can also delve into:

- **Discourse Analysis:** Comparing how languages structure and organize information within a text.
- **Pragmatics:** How language is used in context, considering cultural norms and speaker intention.

By delving into these areas, comparative typology offers a deeper understanding of:

- **Language Universals:** Features that are common to most or all languages (e.g., the existence of nouns and verbs).
- **Language Variation:** Why languages differ in their structure and how these variations might relate to historical development, geographical proximity, or functional demands.
- **Language Change:** Comparative typology can shed light on how languages evolve by comparing features in related languages.

Overall, comparative typology provides a powerful tool for appreciating the remarkable diversity and complexity of human languages, while also revealing underlying patterns that connect them.

Types of Comparative Typology:

- **Genetic Typology:** This type compares languages that share a common ancestor (e.g., Romance languages like French, Spanish, and Italian).
- **Areal Typology:** This type compares languages spoken in geographical proximity, regardless of their genetic relationship (e.g., languages spoken in Southeast Asia).
- **Typological Typology:** This type focuses on identifying universal features across languages and classifying them based on these features (e.g., classifying languages as analytic, synthetic, or agglutinative based on their morphology).

Comparative typology isn't a one-size-fits-all approach. Depending on the focus, there are three main approaches to comparative typology, each offering valuable insights:

1. Genetic Typology:

- **Focus:** This type compares languages that share a common ancestor, belonging to the same language family.
- **Example:** Examining Romance languages like French, Spanish, and Italian reveals shared features like verb conjugations and vocabulary derived from Latin.
- **Benefits:**
 - Helps reconstruct ancestral languages and understand language evolution.
 - Identifies innovations and sound changes that occurred within the family.
 - Provides a historical context for understanding current typological features.
- **Limitations:**
 - Only applicable to languages with a demonstrably shared ancestry.
 - Ignores typological similarities that might arise due to other factors.

2. Areal Typology:

- **Focus:** This type compares languages spoken in geographical proximity, regardless of their genetic relationship.
- **Example:** Analyzing languages spoken in Southeast Asia, like Thai and Vietnamese, might reveal similar tones or word order patterns, despite belonging to different language families.
- **Benefits:**
 - Identifies typological convergence, where languages in contact develop similar features due to borrowing or interaction.
 - Provides insights into language contact and historical migrations.
 - Helps understand the influence of geography and cultural exchange on language.
- **Limitations:**
 - Similarities might not necessarily be due to geographical proximity.
 - Requires careful consideration of historical factors and potential genetic links.

3. Typological Typology:

- **Focus:** This type focuses on identifying universal features across languages and classifying them based on these features.
- **Example:** Classifying languages as analytic (e.g., English), synthetic (e.g., Russian), or agglutinative (e.g., Turkish) based on how they express grammatical meaning (using separate words, inflections, or suffixes).
- **Benefits:**
 - Provides a broader framework for understanding language variation.
 - Helps identify typological universals and potential explanations for them.
 - Offers insights into the relationship between language structure and thought processes.
- **Limitations:**
 - Oversimplification can occur, as languages often exhibit characteristics of multiple types.
 - Focus on universals might overlook the richness and complexity of individual languages.

Choosing the Right Approach:

The choice of approach depends on the specific research question at hand. Here's a simplified guide:

- **To understand historical relationships and language evolution:** Genetic Typology
- **To explore the influence of geography and language contact:** Areal Typology
- **To develop a broader classification system based on structural features:** Typological Typology

In conclusion, each type of comparative typology offers a unique lens for analyzing languages. By combining these approaches, linguists gain a more comprehensive picture of the fascinating world of language variation and universals

Tasks of Comparative Typology:

- **Developing typological universals:** Identifying features that are common to most or all languages.
- **Explaining language variation:** Understanding why languages differ in their structure and how these differences arise.
- **Building typological classifications:** Categorizing languages based on shared features.
- **Informing historical linguistics:** Comparative typology can shed light on the relationships between languages and how they have evolved over time.
- **Enhancing language learning:** By understanding how languages are similar and different, learners can develop better strategies for acquiring new languages.

Comparative typology delves deeper than simply identifying similarities and differences between languages. It aims to uncover underlying patterns and universals that govern human language. Here's a breakdown of the key tasks that comparative typology undertakes:

1. Developing Typological Universals:

- This core task involves identifying features that are common to most or all languages. These universals might be:
 - **Structural Universals:** Shared features in the way languages are built, like the existence of noun and verb categories.
 - **Functional Universals:** Similarities in how languages achieve communicative goals, like the expression of negation or questions.
- By identifying universals, comparative typology sheds light on:
 - **Cognitive constraints:** These universals might reflect limitations of the human mind when it comes to language processing.
 - **Biological foundations:** Some universals might be rooted in our biological makeup, like the way we perceive and categorize the world.
- The search for universals is an ongoing process, as new discoveries and analyses of languages can refine existing theories or reveal previously unknown universals.

2. Explaining Language Variation:

- Comparative typology doesn't just identify differences, it seeks to explain them. Why do some languages rely heavily on inflections (synthetic languages) for grammatical meaning, while others use separate words (analytic languages)?
- Explanations might involve:
 - **Historical factors:** Languages might inherit certain features from their ancestors, while others might develop innovations over time.
 - **Functional pressures:** The need for clarity, efficiency, or expressiveness might shape language structure.
 - **Social and cultural factors:** Language variation can be influenced by social interactions, cultural practices, or the environment in which a language is spoken.

3. Building Typological Classifications:

- Comparative typology aims to categorize languages based on shared features. This classification helps us understand the big picture of language variation and identify clusters of languages with similar structures.
- Common typological classifications include:
 - **Morphological Typology:** Classifies languages based on how they express grammatical meaning (analytic, synthetic, agglutinative).
 - **Word Order Typology:** Classifies languages based on the typical order of subject, verb, and object (SVO, SOV, VSO).

- **Syntactic Typology:** Classifies languages based on their clause structure and how they handle dependencies between words.
- These classifications are not rigid, and languages can exhibit features of multiple types. However, they provide a valuable framework for understanding language diversity.

4. Informing Historical Linguistics:

- Comparative typology can be a powerful tool for historical linguists. By comparing features in related languages, it can:
 - Help reconstruct ancestral languages and identify sound changes that occurred over time.
 - Shed light on language contact and borrowing between languages in the past.
 - Provide evidence for historical migrations and language families.
- Comparative typology, along with historical methods, allows us to piece together the fascinating puzzle of how languages evolve and change.

5. Enhancing Language Learning:

- Understanding how languages are similar and different can be immensely helpful for language learners.
- Comparative typology can reveal:
 - Common patterns across languages, making it easier to transfer knowledge from one language to another.
 - Specific challenges posed by a particular language's typology compared to the learner's native language.
 - Strategies for learning languages that are typologically different from the learner's native language.

By understanding the tasks undertaken by comparative typology, we gain a deeper appreciation for its role in:

- Unveiling the hidden patterns and universals that govern human language.
- Providing explanations for the fascinating diversity of languages across the globe.
- Informing various fields of linguistics, from historical studies to language acquisition.

Approaches to Comparative Typology:

- **Formal Approach:** This approach focuses on the formal properties of languages, such as the rules that govern their grammar.
- **Functional Approach:** This approach emphasizes the communicative function of language and how different languages achieve similar communicative goals through different means.
- **Cognitive Approach:** This approach explores the relationship between language and thought, examining how typological features might reflect underlying cognitive processes.

By utilizing these various approaches, comparative typology provides a comprehensive framework for understanding the rich diversity of human languages.

Comparative typology delves into language comparison not with a one-size-fits-all approach, but with a toolbox of methodologies. Here's a closer look at the three main approaches and how they contribute to our understanding of languages:

1. Formal Approach:

- **Focus:** This approach emphasizes the formal properties of languages, the rules and structures that govern their grammar.
- **Methodology:** Formalists analyze languages through a rule-based lens. They might use generative grammar frameworks to compare how languages handle phenomena like negation, passivization, or relative clauses.

The formal approach in comparative typology delves into the rule-governed structures of languages, offering a precise and systematic way to compare them. Here's a more detailed look at its key aspects:

Core Tenets:

- **Languages as Rule-Based Systems:** This approach views languages as sets of rules that govern how words are combined to form sentences and how meaning is expressed.
- **Focus on Universals and Variation:** Formalists aim to identify both universal grammatical principles shared by all languages (e.g., the existence of phrase structure) and the ways languages differ in how these principles are implemented (e.g., word order variations).

Methodologies:

- **Formal Frameworks:** Generative grammar, with its emphasis on syntactic rules and constraints, is a popular framework used in the formal approach. Other frameworks like Lexical Functional Grammar (LFG) or Head-Driven Phrase Structure Grammar (HPSG) might also be employed.
- **Comparative Analysis:** Languages are compared by analyzing how they handle specific grammatical constructions within the chosen framework. For example, linguists might compare how different languages generate passive voice constructions, focusing on the rules that govern word order, verb morphology, and argument movement.

Benefits:

- **Rigor and Precision:** Formal frameworks provide a clear and well-defined way to analyze complex grammatical phenomena.
- **Cross-Linguistic Comparisons:** The rule-based approach allows for systematic comparisons across diverse languages, revealing similarities and differences in how they express grammatical relations and meaning.
- **Theoretical Insights:** The formal approach contributes to the development of theoretical models of language universals and the parameters that govern language variation. These models help us understand the underlying mechanisms of human language.

Limitations:

- **Focus on Form over Function:** The emphasis on rules and structures can sometimes overshadow the functional aspects of language use, such as the communicative intent or the influence of context.
- **Complexity of Formal Frameworks:** Understanding and applying formal frameworks can be challenging, especially for those without a background in linguistics.
- **Limited Scope:** The formal approach might not be suitable for analyzing all aspects of language, such as discourse structure or pragmatic features.

Examples:

- Comparing how languages express negation using movement rules or the placement of negation markers within a sentence.
- Analyzing how different languages handle relative clauses by examining the rules governing the relationship between the head noun and the relative pronoun.
- Studying how languages express passivization through verb morphology and the movement of the object to subject position.

Overall, the formal approach offers a valuable tool for comparative typology, providing a rigorous and systematic foundation for analyzing language structure and variation. However, it's important to acknowledge its limitations and consider combining it with other approaches for a more comprehensive understanding of language.

2. Functional Approach:

- **Focus:** This approach shifts the spotlight from formal rules to the communicative function of language. It explores how different languages achieve similar communicative goals through different means.
- **Methodology:** Functionalists analyze languages based on how they express meaning in context. They might compare how languages convey politeness, modality (possibility or obligation), or topic structure.
- **Benefits:**

- Provides insights into the real-world use of language and how languages adapt to communicative needs.
- Highlights the importance of social context and intention in language use.
- Contributes to understanding language universals related to communication.
- **Limitations:**
 - Can be less precise than the formal approach when dealing with complex grammatical structures.
 - Relies heavily on analyzing discourse and pragmatic features, which can be subjective.

3. Cognitive Approach:

- **Focus:** This approach explores the relationship between language structure and thought processes. It delves into the question of how the way we think is reflected in the way we speak.
- **Methodology:** The cognitive approach draws on disciplines like psychology and neuroscience to analyze how languages encode concepts, categorize objects, or express spatial relationships.
- **Benefits:**
 - Provides insights into the link between language and human cognition.
 - Helps us understand how language shapes our perception of the world.
 - Offers potential explanations for typological universals rooted in cognitive limitations or preferences.
- **Limitations:**
 - The relationship between language and thought is complex and not fully understood.
 - Research methods in cognitive linguistics are still evolving.

Choosing the Right Approach:

The choice of approach in comparative typology depends on the specific research question at hand:

- **For analyzing the technical rules of grammar:** Formal Approach
- **For understanding how languages function in communication:** Functional Approach
- **For exploring the link between language and thought:** Cognitive Approach

Complementary Approaches:

These approaches are not mutually exclusive. In fact, combining them can lead to a richer understanding of language. For example, a linguist might use a formal framework to analyze a grammatical construction, while also considering its functional role in communication and its potential cognitive implications.

By employing these diverse approaches, comparative typology paints a multifaceted picture of human language. It allows us to appreciate the intricate interplay between form, function, and cognition that shapes the remarkable diversity of languages across the globe.

Theme: Historical background of typological investigations

The quest to understand and categorize languages based on their similarities and differences has a long and fascinating history. Here's a glimpse into the key milestones and figures that shaped the field of comparative typology:

Early Influences (Pre-1800s):

- **Philosophical Foundations:** Ancient thinkers like Aristotle laid the groundwork by exploring the structure of language, particularly the concept of parts of speech.

- **Universal Grammar Search:** Philosophers like John Locke and Gottfried Wilhelm Leibniz attempted to identify universal features common to all languages.
- **Descriptive Grammars:** The development of descriptive grammars for various languages provided a foundation for comparative analysis.

19th Century: The Rise of Comparative Philology:

- **Franz Bopp:** This German scholar is often considered the founder of comparative philology, demonstrating the genetic relationship between Indo-European languages.
- **The Grimm brothers:** Jacob and Wilhelm Grimm explored sound changes in Germanic languages, contributing to the understanding of language evolution.
- **August Schleicher:** He developed the family tree model to represent the relationships between related languages based on shared features.

Late 19th and Early 20th Centuries: Shift Towards Typology:

- **Friedrich von Schlegel and Wilhelm von Humboldt:** These German linguists emphasized the importance of comparing languages beyond genetic relationships, laying the groundwork for typology.
- **The Sapir-Whorf Hypothesis:** This hypothesis, proposed by Edward Sapir and Benjamin Lee Whorf, suggested a link between language structure and thought patterns, influencing the cognitive approach in typology.

Mid-20th Century and Beyond: The Formal Approach Emerges:

- **Noam Chomsky:** His generative grammar framework provided a formal system for analyzing language structure, impacting the formal approach in comparative typology.
- **Joseph Greenberg:** This influential linguist conducted groundbreaking work on typological universals, identifying features common across diverse languages.
- **Rise of Functional and Cognitive Approaches:** The latter half of the 20th century saw the development of functional and cognitive approaches, enriching the field with a focus on communication and cognition.

Current Trends:

- **Cross-linguistic Databases:** The development of large-scale databases of typological features allows for more comprehensive and statistically robust comparisons.
- **Integration with Other Fields:** Comparative typology is increasingly integrated with fields like cognitive science and neurolinguistics, leading to a more holistic understanding of language.
- **Focus on Universals and Explanations:** The search for typological universals and the explanations for language variation remains a central theme in contemporary comparative typology.

The historical background of typological investigations reveals a continuous pursuit of understanding the diversity and structure of human languages. From early philosophical inquiries to the development of formal frameworks and the rise of functional and cognitive approaches, the field has evolved significantly. Comparative typology continues to be a vibrant field, with ongoing research shedding light on the fascinating world of language and its connection to thought and communication.

The questions of timing the history of linguistic comparison are quite complicated and are the ones, which have not found their final solution yet. The history of linguistic comparison is an integral part of linguistic science development, which is bound with the history of thenation

and cognition. That is why there are no generally accepted criteria for timing this problem yet. We will see Dr. Buranov's viewpoint.

The first period is characterized as a spontaneous or evolutionary. It begins with the emergence of the first linguistic works. That period was over not long before the Renaissance. In Ancient Greece, the language was studied in the frames of philosophy. The major issue, which was in the focus of discussion, was a correlation of substances to their names. Still, already in the works of Protagoras and Aristotle, there are statements related to distinguishing words, word combinations, linguistic categories like gender, case, number, the definition of the sentence, classification of words into names and actions or parts of speech. These works served as the basis for distinguishing linguistics into an independent science. E.g. many scholars, while compiling grammars of separate languages used the models of the languages with already described grammatical structures. (The principle of analogy). For example, while compiling the first English grammars the models of Latin were widely used.

The first grammars for the European languages were based on the Latin Grammars. The second period is characterized as a period of establishing the first scientific comparison of languages and this period is related to the General and Rational Grammar: Port-Royal Grammar by Arnauld A., Lancelot C, (XVII c.) in Indo-European languages. Port-Royal Grammar can be considered one of the most precious contributions to the development of Comparative Typology. It was developed by 2 French monks in the small abbey Port-Royal in the suburbs of Paris (published in 1660). It is the synthesis of linguistic and philosophic ideas of that time. The languages (French, Latin, Greek and ancient Jewish/ Ides) with the different genealogic origin and typological structure were compared based on the criteria and principles elaborated by Arnauld A. and Claude Lancelot.

Comparative study of Turkic language has its own history. Divan-Lugat At-Turk by Mahmud Kashgariy is considered the most solid work on the linguistic comparison of Turkic languages.

Mahmud Kashgariy analyzed phonetic, grammatical and lexical units of a group of Turkic languages and defined the level of their genetic relation to each other. Further development of comparative study can be traced in the appearance of glossaries and dictionaries, e.g. Turkic-Mongol-Persian dictionary compiled in Egypt (1245), Latin-Persian Kypchak dictionary (XII c), and other works.

The third period is related to development of comparative historical linguistics, genealogical and typological classification of languages, (mid- XIX c.)

The fourth period is related to establishing of Comparative Typology as a separate science with the bulk of General Linguistics. It coincides with the XX century.

The science of linguistic comparison was developing quite slowly and a number of factors played an important role to foster that process. They were also suggested by Dr. Buranov.

Theme: Classification of Comparative Typology by Dr. Buranov

Comparative Typology is the branch of General Linguistics, it compares two or more language systems, their categories in a deductive way and it makes general linguistic rules and laws. As for the classification of Comparative Typology, we must underline that there are different viewpoints to this problem. But the most suitable is Dr. Buranov's classification, who suggested the following three criteria:

1. Branches of Comparative Typology as to the object of investigation:

Structural typology in its turn consists of the following types: typological theory; typological classification; etalon language; language universals.

Genetic typology is a branch of Comparative Typology, which studies the similarities, and diversities of originally related languages. Genetic typology developed from the Comparative-historical linguistics that dominated during the 19th century in Europe. It started with the works of Jacob Grimm, Franz Bopp, Rasmus Rask, Alexander Vbstokov, V.M.Jirmunskiy, etc. Its origin was stipulated by the discovery of Sanskrit, the ancient classical language of India. The discovery of Sanskrit disclosed the possibility of a comparative study of languages. The concept of relative languages was confirmed by the existence in India of a sisterhood of familiar European languages: e.g. Sanskrit «mata» means «mother», in the accusative case «matarum». Dvau-two, Trayah – three. As ti - he is, etc. Genetic Typology compares the systems of languages in two ways: diachronically and synchronically

Areal typology is one of the independent branches of linguistic typology, which compares language systems and studies the degree of expansion and proximity of language properties which are geographically conditioned.

According to V.G. Ghak this part of Comparative Typology "compares languages irrespectively of the degree of their relatedness and aims at defining general elements formed as a result of the mutual influence of languages and the cultures staying behind them". Objects of study include borrowings, bi-lingual features, dialects, centum/satem languages, compiling dialectal maps, sub-stratum and super-stratum languages, neologisms, archaisms, hybrid languages, language contacts, etc.

Like Genetic typology, Areal typology operates with special systems or models with the help of which areal isoglosses of different languages are clarified.

The representatives of this school are Roman Jakobson and Ghak V.G.

Comparative typology is an independent branch of Comparative Typology. It deals with the comparison of languages irrespectively of their genetic or structural identity. Comparative typology operates with a limited number of languages and the minimum number of these languages maybe as little as two.

Comparative typology cannot reveal language universals but it does contribute to Structural typology with the results of its comparative studies of concrete languages for further elaboration of linguistic universals. In its turn, Structural typology contributes to comparative typological studies while identifying correspondences in diverse languages.

One of the major differences between Structural and Comparative typology is that the latter operates with cross-level units of the languages while the former (Structural typology) utilizes mainly the level isolation or one level approach. In Comparative typology, the cross-level, cross-class units of expression are initially identified in each of compared languages separately. On the second stage of the typological operation the cross-language equivalents and cross-level correspondents are identified, isomorphic and allomorphic features are revealed.

The major principle of Comparative typology is binarity: thus initially two genetically and/or structurally different languages are compared as the representatives of their genetic /structural groups. Further, the number of compared languages can be increased but still with the observation of the binary principle. Structural typology is the major branch of Comparative Typology and aims to identify structural language types. Structural typology has 4 branches: ─

1. language universals; ─
2. typological classification;
3. etalon language;
4. typological theory.

The ultimate goal of Structural typology is identifying universal features of languages. Major scholars who contributed to the development of structural typology are B. Uspenskiy, V.R Nedyalkov, Ch. Hockette, Yu.Rojdestvenskiy.

Language Universals are bound to the unification of language facts, identifying common/similar features specific to systems of all or separate language groups. The notion of

Language Universals appeared in 1961 at the Congress of Linguists in New York where Joseph Greenberg, J. Jenkins, and I. Osgood proposed a Memorandum on Language/Linguistic Universals". They defined it as follows: "A Linguistic Universal is a certain feature specific to all languages of the world or the language per se.

There are many general universals concerning all languages of the world. They are: Wherever humans exist, language exists.

There are no "primitive" languages - all languages are equally complex and equally capable of expressing any idea in the world.

The vocabulary of any language can be expanded to include new words for new concepts. All languages change through time.

The relationship between the sounds and meanings of spoken languages and between the gestures (signs) and meanings of sign languages are for the most part arbitrary.

All human languages utilize a finite set of discrete sounds (or gestures) that are combined to form meaningful elements or words, which themselves form an infinite set of possible sentences.

All grammars contain rules for the formation of words and sentences of a similar kind.

Every spoken language includes discrete sound segments like p, n, or a, which can be defined by a finite set of sound properties or features. Every spoken language has a class of vowels and a class of consonants.

Similar grammatical categories (for example, noun, verb) are found in all languages.

There are semantic universals, such as "male" or "female," "animate" or "human," found in every language in the world.

Every language has a way of referring to past time, forming questions, issuing commands, and so on.

Speakers of all languages are capable of producing and comprehending an infinite set of sentences.

The universals may be classified according to various principles. For example, according to the statistic principle, there are unrestricted (absolute or full) universals opposed to restricted (relative, partial) universals (some scholars prefer the term "tendency" instead of "universal").

According to language hierarchy, there are phonetic, morphological, syntactic and lexical inductive; synchronic and diachronic universals; universals of speech and universals of language. Other types include deductive and For example, universals related to the levels of language hierarchy:

Phonetic features: all languages have vowels and consonants.

Morphological: in most languages, words are structured into morphemes, morphemes function as full and auxiliary elements.

Lexical: in all languages vocabulary is a system of semantic fields. In all languages, there is polysemy, synonymy, antonymy.

Syntactic: in all languages, there is a distribution of a subject-verb- object.

Examples of full universals: "If a language has discreet morphemes, there are either pre-fixation or suffixation or both of them". "If a language is exclusively suffixational, it is a language with post-fixes. If a language is exclusively prefixational, it is a language with prefixes".

There are different ways of articulating and describing language universals: descriptive and formal (with the help of special symbols).

Typological classification is ... "opposed to genealogical classification and is bound to classifying languages according to their taxonomic/systemic features and defining structural types of languages" (K.Solntzev).

Morphological or Typological classification deals with the classification of languages according to their structural features or types in language instead of the genealogical origin.

An example of a typological classification is the classification of languages based on the order of the verb, subject and object in a sentence into several types: SVO, SOV, VSO, and so on, languages. (English, for instance, belongs to the SVO language type.)

Ethalon language is an object language for Comparative Typology and it is also a means or system of tools to compare languages. It is usually identified deductively. The notion of etalon language was introduced by **Boris Uspensky**.

Some scholars prefer the term meta language which is to a certain extent synonymous to ethalon language. It is the second major function of the ethalon language to serve an instrument of comparison. This instrument may be represented as follows:

any natural language (usually one's native tongue); a linguistic category, for example, gender, voice, person, sex, etc; concept; field.

Below there are some more examples of ethalon language:

1. specially created artificial language;
2. an existing language with the well-developed system;
3. certain sign system;
4. certain linguistic method;
5. phonetic, morphological, syntactic or other models;
6. intermediary language;
7. the language of translation, etc.

For applied purposes, etalon language is classified into minimal and maximal.

The typological theory defines common linguistic notions used in Comparative Typology. The typological theory is used to define language isomorphism (common features) and allomorphy (differentiating signs).

Theme: Types of language comparison

Language comparison can be broadly divided into two main categories:

1. Genetic Comparison:

This type of comparison focuses on languages that share a common ancestor and belong to the same language family. It aims to identify historical relationships between languages and reconstruct their ancestral forms. Here are some key aspects of genetic comparison:

- **Methods:** Examining shared vocabulary (cognates), sound changes (regular sound correspondences), and grammatical features across languages in a family.
- **Examples:** Comparing Romance languages like French, Spanish, and Italian to reveal their shared Latin roots. Analyzing similarities between Slavic languages like Polish, Russian, and Czech to reconstruct Proto-Slavic.
- **Benefits:** Provides insights into language evolution and historical migrations of people. Helps understand how languages diverge from a common ancestor.
- **Limitations:** Only applicable to languages with a demonstrably shared ancestry. Ignores typological similarities that might arise due to other factors like contact or borrowing.

2. Typological Comparison:

This type of comparison focuses on identifying similarities and differences in the structure of languages, regardless of their genetic relationship. It aims to categorize languages based on shared features and understand the diversity of human language systems. Here's a breakdown of typological comparison:

- **Focus:** Analyzing features like morphology (word formation), syntax (sentence structure), and lexicon (vocabulary) to classify languages.
- **Types:** There are various subcategories within typological comparison, such as:

- **Morphological Typology:** Classifies languages based on how they express grammatical meaning (e.g., analytic like English, synthetic like Russian, agglutinative like Turkish).
- **Word Order Typology:** Classifies languages based on the typical order of subject, verb, and object (e.g., SVO like English, SOV like Japanese, VSO like Arabic).
- **Syntactic Typology:** Classifies languages based on clause structure and how they handle dependencies between words.
- **Benefits:** Provides a broader framework for understanding language variation. Helps identify typological universals and potential reasons for them. Offers insights into the relationship between language structure and thought processes.
- **Limitations:** Oversimplification can occur, as languages often exhibit characteristics of multiple types. Focus on universals might overlook the richness and complexity of individual languages.

Choosing the Right Approach:

The choice of approach depends on the specific research question at hand:

- **To understand historical relationships and language evolution:** Genetic Comparison
- **To explore language variation and typology:** Typological Comparison

Remember, languages can be compared using both genetic and typological approaches, offering a more comprehensive picture of their characteristics and relationships.

Theme: Phonetics and phonology as different branches of Linguistics

Phonetics and phonology are two closely related, but distinct branches of linguistics that deal with speech sounds. Here's a breakdown of the key differences:

Phonetics:

- **Focus:** Phonetics is all about the **physical production, transmission, and perception of speech sounds**. It delves into the mechanics of how we articulate sounds using our vocal cords, tongue, lips, and other speech organs. It also explores the acoustic properties of these sounds, how they travel through the air, and how they are perceived by the human ear.
- **Key Areas:**
 - **Articulatory phonetics:** Examines the movements of the vocal organs involved in sound production (e.g., bilabial sounds like /p/ and /b/ involve both lips).
 - **Acoustic phonetics:** Analyzes the physical properties of sound waves, such as frequency and amplitude, to distinguish between different sounds (e.g., vowels and consonants have different acoustic properties).
 - **Auditory phonetics:** Explores how the human auditory system perceives and interprets sound waves as speech sounds.

Phonology:

- **Focus:** Phonology, on the other hand, is concerned with the **organization and function of speech sounds within a particular language**. It deals with the **mental categories** (phonemes) that speakers use to distinguish words.
- **Key Concepts:**
 - **Phonemes:** These are the basic units of sound in a language that can differentiate meaning. For example, the difference between "pin" and "bin" lies in the initial phonemes /p/ and /b/.
 - **Allophones:** These are variations of a phoneme that occur in different phonetic contexts. For instance, the /p/ sound in "pin" might be slightly different from the /p/ sound in "spin," but they both belong to the same phoneme category in English.

- **Phonological rules:** These are the rules that govern how phonemes can be combined within a language. These rules determine sound alternations, permissible sound sequences, and stress placement.

Here's an analogy:

- Think of phonetics as the study of the **physical characteristics** of the letters of the alphabet (how they are produced, their sound waves).
- Phonology is like studying the **rules of spelling and grammar** in a language, using these letters to form meaningful words and sentences (phonemes and how they combine).

Phonetics provides the foundation for understanding how speech sounds are produced and perceived. Phonology builds upon this foundation to explore how these sounds are organized and function within a language system to create meaning. Both phonetics and phonology are crucial for understanding the building blocks of human spoken language.

Phonetics can be divided into several types like:

General phonetics. It studies universal positions of sound articulation (for instance, identification of sounds according to the position the differences of labial, tongue and throat consonants, according to the ways of articulation of plosive, fricative and plosive-fricative features), although, general acoustic features of sounds.

Specific phonetics. It investigates above mentioned issues in the samples of certain languages. Specific phonetics researches phonetics in the shapes of historical and modern, synchronic and diachronic, descriptive and experimental sides.

Comparative phonetics investigates vowel and consonant phonemes, their phonetic changes and others in the comparative aspect of several genetically related and non-related languages. **Phonology** (sometimes called phonemics or phonematics) is the study of how sounds are used in languages to convey meaning. The term of phonology (Greek phone - sound, logos – science) appeared in linguistics in the necessity of differentiating functional (linguistic) sides of speech sounds from the physiological-acoustic (physic) sides in the end of XIX century. It studies the rules governing the structure, distribution, and sequencing of speech sounds and the shape of syllables. It deals with the sounds systems of a language by treating phoneme as the point of departure.

With another word, phonetics deals with sounds and phonology deals with phonemes. Or else phonology deals with language sounds and phonetics deals with human speech sounds.

Phonetics and phonology have two levels: *segmental* and *suprasegmental*. **Segmental phonology** studies phonemes realized in a various speech sound. So it may be called phonemics. **Suprasegmental phonology** (prosodics) studies the distinctive features realized in syllables, stress, and intonation.

The fundamental concept of phonemics is the phoneme which is the smallest meaningless unit of a language and which forms, distinguishes words and morphemes. The linguistic form and content are described by other branches of linguistics.

At a given time, the set of phonemes in a language is a closed set (like function words and syntactic rules). The set of phonemes changes only over time. English, for instance, has lost the phonemes [x] and [Σ]. English has also gained phonemes by borrowing foreign words with the sounds [z] and [Z]. Neither of these sounds was phonemes in English until they entered the language in numerous words borrowed from Norman French after 1066. Similarly, the sound [t] was not part of Russian until after the Christianization in 988, when many Greek words containing [f] were borrowed by the Slavs.

The Phonological typology deals with the comparison of units of the phonological level of language. It engages in the allocation of phonological differential signs, defining their universality, study of the phonological structure of languages, classification of languages based on their phonological features (e.g. tonic and atonic languages), defining the phonemic structure of world languages and many others. For a long time, the Prague linguistic school was the centre of Phonological typology. A certain contribution to the development of Phonological typology

was made by N.S.Trubetsky who is considered the founder of Typology of Phonological systems.

Theme: Typological characteristics of English and Kyrgyz languages phonetic system

To analyze the typological characteristics of English and your native language's phonetics, we need some information about your native language. However, here's a general comparison of English phonetics with some common typological features:

English Phonetics:

- **Consonant Inventory:** English has a relatively large consonant inventory compared to some languages, with around 24 consonants. It includes sounds like voiceless plosives (/p/, /t/, /k/), voiced plosives (/b/, /d/, /g/), fricatives (/f/, /v/, /s/, /z/), nasals (/m/, /n/, /ŋ/), liquids (/l/, /r/), and glides (/w/, /j/).
- **Vowel Inventory:** English has a moderate vowel inventory with around 12-14 monophthongs (single vowels) depending on dialect, and a few diphthongs (combined vowel sounds). The vowels can be categorized based on their tongue height (high, mid, low) and backness (front, central, back).
- **Stress:** English is a stress-timed language, meaning stressed syllables tend to occur at relatively regular intervals. Stress can also affect vowel quality in English (e.g., "ship" vs. "shipping").

Typological Features:

Here are some typological features to consider when comparing English and your native language:

- **Consonant Inventory Size:** Languages vary in the number of consonants they have. Some languages, like Hawaiian, have very few consonants, while others, like some African languages, have very large inventories.
- **Vowel Inventory Size and Quality:** Similar to consonants, languages differ in the number of vowels they possess and the way they are distinguished (based on tongue height, backness, or other features).
- **Presence of Tones:** Some languages, like Mandarin Chinese, are tonal languages, where pitch variations can change the meaning of a word. English is not a tonal language.
- **Consonant Clusters:** Languages differ in how many consonants they can combine in a single cluster at the beginning or end of a syllable. English allows for some consonant clusters (e.g., "strength"), but some languages might have simpler syllable structures.

Here's how you can compare your native language to English:

1. **Research your native language's phonetics:** Find resources that describe the consonant and vowel inventories, the presence of tones (if any), and typical consonant clusters.
2. **Compare the features:** Analyze how your native language compares to English in terms of these typological features. Does it have a larger or smaller consonant inventory? Does it have more or fewer vowels? Does it use tones?
3. **Consider the implications:** Think about how these phonetic characteristics might influence the sound of your native language compared to English. For instance, a language with many consonant clusters might sound denser than English, while a language with a simpler syllable structure might sound more rhythmic.

By comparing these features, you can gain a deeper understanding of the typological differences between English and your native language's sound systems.

Here's a breakdown of some key typological features comparing the phonetics of English and Kyrgyz:

Consonant Inventory:

English: Possesses a relatively large consonant inventory with around 24 consonants. It includes voiceless and voiced plosives, fricatives, nasals, liquids, and glides.

Kyrgyz: Has a smaller consonant inventory compared to English, with around 20 consonants. It includes voiceless and voiced plosives, fricatives, affricates (combined plosive and fricative), nasals, liquids, and glides. A notable difference is the presence of affricates in Kyrgyz, which are absent in standard English.

Inventory:

English: Has a moderate vowel inventory with around 12-14 monophthongs depending on dialect, and a few diphthongs. Vowels are distinguished based on tongue height and backness.

Kyrgyz: Has a smaller vowel inventory compared to English, with around 8 vowels. Similarly, these vowels are categorized based on tongue height and backness.

Stress:

English: A stress-timed language, where stressed syllables occur at relatively regular intervals. Stress can also affect vowel quality.

Kyrgyz: A syllabic language, where each syllable has roughly equal prominence. Stress is not a distinctive feature in Kyrgyz.

Other Features:

Tone: English is not a tonal language. Kyrgyz is also not a tonal language.

Consonant Clusters: Both English and Kyrgyz allow for some consonant clusters, but Kyrgyz might have a slightly higher tolerance for complex clusters, especially at the beginning of syllables.

Summary Table:

Here's a breakdown of some key typological features comparing the phonetics of English and Kyrgyz:

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Vowel Inventory:

English: Has a moderate vowel inventory with around 12-14 monophthongs depending on dialect, and a few diphthongs. Vowels are distinguished based on tongue height and backness.

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Consonant Clusters: Both English and Kyrgyz allow for some consonant clusters, but Kyrgyz might have a slightly higher tolerance for complex clusters, especially at the beginning of syllables.

Summary Table:

Feature	English	Kyrgyz
Consonant Inventory Size	Larger (around 24)	Smaller (around 20)
Presence of Affricates	No	Yes
Vowel Inventory Size	Moderate (around 12-14)	Smaller (around 8)
Stress	Stress-Timed	Syllabic
Tone	No	No
Consonant Clusters	Allowed	Potentially more complex

The information above provides a general comparison, and specific details might vary depending on dialects within each language.

Vowel harmony is a prominent feature in Kyrgyz, where vowels within a word tend to share certain phonetic features. This phenomenon is not present in English.

By analyzing these typological characteristics, we can see that English and Kyrgyz have distinct sound systems. English has a larger consonant and vowel inventory, relies on stress for meaning distinction, and allows for some consonant clusters. Kyrgyz, on the other hand, has a smaller sound inventory, emphasizes syllable equality, and potentially allows for more complex consonant clusters at the beginning of syllables. These differences contribute to the unique sound qualities of each language.

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Theme: Typological characteristics of English and Kyrgyz languages phonological system

Building upon the analysis of phonetics, let's delve into the phonological systems of English and Kyrgyz, focusing on how sounds are organized and function within each language.

English Phonology:

- **Phonemes:** English has a smaller number of phonemes compared to its phoneme inventory. This is because some phonetically distinct sounds (allophones) don't differentiate meaning and belong to the same phoneme category.
 - Example: The /p/ sound in "pin" and "spin" might be slightly different, but they both belong to the same phoneme /p/ in English.
- **Phonological Processes:** English phonology includes various processes that govern how sounds can be combined and modified in speech. These include:
 - **Assimilation:** A sound becomes more similar to a neighboring sound (e.g., "can you" pronounced as "can'ya").
 - **Elision:** A sound is omitted in connected speech (e.g., "the apple" pronounced as "th'apple").
 - **Vowel Reduction:** Unstressed vowels become shorter or centralized (e.g., the "a" in "about").

Kyrgyz Phonology:

- **Phonemes:** Similar to English, Kyrgyz has a smaller number of phonemes compared to its phonetic inventory due to allophones.
- **Vowel Harmony:** A key feature of Kyrgyz phonology is vowel harmony. Vowels within a word tend to share certain features, like being front or back rounded vowels (e.g., "ölä" - dead, all vowels are front vowels). This harmony system influences vowel selection and phonological rules.
- **Phonological Processes:** Kyrgyz phonology also employs various processes like assimilation and elision, but the specific rules might differ from English.

Comparison:

Here's a breakdown of how they compare:

Feature	English	Kyrgyz
Phoneme Inventory (relative size)	Smaller than phonetic inventory	Smaller than phonetic inventory
Distinctive Feature Focus	Primarily place and manner of articulation	Vowel harmony plays a significant role
Phonological Processes	Assimilation, elision, vowel reduction	Vowel harmony, assimilation, elision (potentially different rules)

- **Stress Assignment:** While English uses stress for meaning distinction, stress placement in Kyrgyz words is generally predictable and doesn't affect meaning.
- **Syllable Structure:** Both languages allow for consonant clusters, but the specific constraints and preferred syllable structure might differ.

By examining the phonological systems of English and Kyrgyz, we see that despite some similarities in using allophones and processes like assimilation, they differ significantly. English relies on a larger phoneme inventory and stress for meaning, while Kyrgyz phonology is heavily influenced by vowel harmony and predictable stress patterns. These features contribute to the unique sound patterns and overall linguistic identity of each language.

Theme: Theoretical basis of determining necessary constants in morphological level

The theoretical basis for determining necessary constants in morphology revolves around the core principle of **capturing the most essential information** to represent the morphological structure of words in a language. Here are some key approaches and considerations:

1. Markedness Theory:

- This theory posits that some morphological features are more basic (unmarked) and universally present, while others are additional modifications (marked) and carry specific meanings.
- **Example:** In many languages, the singular form of a noun is considered unmarked, while the plural form is marked with a suffix. The theory suggests the singular form carries the core meaning of the noun, and the plural adds the extra information of "more than one."

2. Feature Economy:

- This principle aims to describe the morphological structure of words using the fewest features or morphemes possible while still capturing the intended meaning.
- **Example:** If a language has a suffix for both past tense and plural, it might be more economical to have separate suffixes for each feature rather than a single combined suffix, as the combined suffix would be more complex and less transparent.

3. Morpheme Integrity:

- This principle emphasizes the importance of maintaining the integrity of morphemes (meaningful units) within a word.
- **Example:** If a language has a prefix for negation (e.g., "un-"), it's important to ensure this prefix remains recognizable when attached to different stems (e.g., "unhappy," "uncertain"). This avoids creating overly complex morphemes that might be difficult to analyze.

4. Language-Specific Constraints:

- The specific set of necessary constants will ultimately be determined by the unique features and constraints of a particular language.

- **Example:** A language with a complex case system might require more constants to represent different grammatical cases (nominative, accusative, etc.) compared to a language with a simpler case system.

Determining Necessary Constants:

Linguists typically employ a combination of these theoretical frameworks and empirical data from the language to determine the necessary constants:

- **Analyzing a large corpus of words:** This allows for identifying patterns and recurring morphemes.
- **Considering productivity:** Necessary constants should be productive, meaning they can be used to form new words or inflect existing ones.
- **Accounting for allomorphs:** If a morpheme has different forms in different contexts (e.g., the English plural suffix "-s" changes to "-es" or "-ies"), these allomorphs should be accounted for within the system of constants.

The goal is to create a system that is both efficient and comprehensive, capturing the essential morphological structure of the language without unnecessary complexity.

Additional Notes:

- The concept of "necessary constants" might also be referred to as "morphological features," "morphemes," or "building blocks" depending on the specific theoretical framework.
- Computational linguistics often utilizes these principles to develop algorithms for morphological analysis and generation.

By understanding the theoretical basis for determining necessary constants, we gain insight into how linguists analyze and represent the intricate world of word formation in human languages.

Morphology is the identification, analysis, and description of the structure of words (words as units in the lexicon are the subject matter of lexicology). While words are generally accepted as being (with clitics) the smallest units of syntax, it is clear that in most (if not all) languages, words can be related to other words by rules. For example, English speakers recognize that the words dog, dogs, and dogcatcher are closely related. English speakers recognize these relations from their tacit knowledge of the rules of word formation in English. They infer intuitively that dog is to dogs as cat is to cats; similarly, the dog is to dogcatcher as the dish is to the dishwasher. The rules understood by the speaker reflect specific patterns (or regularities) in the way words are formed from smaller units and how those smaller units interact in speech. In this way, morphology is the branch of linguistics that studies patterns of word formation within and across languages and attempts to formulate rules that model the knowledge of the speakers of those languages.

In linguistics, a morpheme is the smallest grammatical unit in a language. In other words, it is the smallest meaningful unit of a language. A morpheme is not identical to a word, and the principal difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition, is freestanding. When it stands by itself, it is considered a root because it has a meaning of its own (e.g. the morpheme cat) and when it depends on another morpheme to express an idea, it is an affix because it has a grammatical function (e.g. the -s in cats to indicate that it is plural). Every word comprises one or more morphemes.

Theme: Typology of Parts of Speech in English and Kyrgyz Languages

A part of speech is a category of words (or, more generally, of lexical items) which have similar grammatical properties. Words that are assigned to the same part of speech generally display similar behavior in terms of syntax—they play similar roles within the grammatical structure of sentences—and sometimes in terms of morphology, in that they undergo inflection for similar properties. In grammar, a part of speech (also called lexical categories, grammatical

categories or word classes) is a linguistic category of words.

According to their meaning, morphological characteristics and syntactical functions, words fall under certain classes called parts of speech. We distinguish between notional and structural parts of speech in English.

The notional parts of speech perform certain functions in the sentence. The notional parts of speech are:

1. noun
2. adjective
3. pronoun
4. numeral
5. verb
6. adverb
7. words of the category of state
8. modal words
9. interjection

The structural parts of speech either express relations between words or sentences or emphasize the meaning of words or sentences. They never perform any independent function in the sentence. Here belong:

1. preposition
2. conjunction
3. particle
4. article

English and Kyrgyz exhibit some similarities and differences in their categorization of words into parts of speech (POS). Here's a breakdown:

Similarities:

- **Core Categories:** Both languages share fundamental categories like nouns (naming things), verbs (actions or states of being), adjectives (describe nouns), and adverbs (modify verbs, adjectives, or other adverbs).
- **Function Words:** Both languages utilize function words like pronouns (substitute for nouns), conjunctions (connect words or phrases), and interjections (express emotions).

Differences:

- **Number of Categories:** English has a wider range of distinct parts of speech compared to Kyrgyz.
 - **English:** Includes articles ("a," "an," "the"), determiners (specify nouns), and numerals (numbers) as separate categories.
 - **Kyrgyz:** Might not have direct equivalents for articles and might categorize numerals as adjectives.
- **Morphological vs. Syntactic Cues:** English relies more on word order (syntax) to define parts of speech, while Kyrgyz morphology (word structure) plays a more significant role.
 - **English:** "Running" can be a verb ("He is running") or an adjective ("running water").
 - **Kyrgyz:** Verb conjugations often indicate tense, person, and aspect, reducing the need for separate adverbs in some cases.

Unique Kyrgyz Features:

- **Postpositions:** Kyrgyz uses postpositions (particles placed after nouns) to convey grammatical relationships, unlike English prepositions. (e.g., "Kitapta" - "in the book," "Kitap_da" - literally "book-at").
- **Verb Classes:** Kyrgyz verbs might be categorized based on aspect (completed vs. ongoing action) or modality (potential vs. obligation).

Here's a table summarizing the key points:

Feature	English	Kyrgyz
Core Categories	Nouns, Verbs, Adjectives, Adverbs	Nouns, Verbs, Adjectives, Adverbs
Additional Categories	Articles, Determiners, Numerals	(Numerals as adjectives)
Emphasis on	Syntax	Morphology
Function Words	Yes	Yes
Unique Features	-	Postpositions, Verb Classes

Further Exploration:

- **Grammar Resources:** Explore Kyrgyz grammar books or online resources that discuss parts of speech in detail.
- **Typological Databases:** Consider resources like the World Atlas of Language Structures (<https://wals.info/>) to compare parts of speech features across languages.

By understanding the typological differences in parts of speech between English and Kyrgyz, you gain insights into how each language organizes its vocabulary to build grammatical structures and express meaning. Remember, these categories are tools for analysis, and languages might exhibit flexibility in how words function depending on context.

Theme: Typology of Grammatical Categories in English and Kyrgyz Languages

A grammatical category is a system opposed to each other grammatical forms with similar values. Members of the same grammatical category are the general grammatical meaning and differ in connotation.

Grammatical categories are subdivided into morphological and syntactic. Among the morphological categories are distinguished, for example, the kind of grammatical categories, tense, mood, person, gender, number, case; consistent expression of these categories are characterized by the whole grammatical word classes (parts of speech).

Grammatical categories in different languages with a strong word formation, ie such members can be represented by the forms of the same word within its paradigm (for example, in the Russian language - the tense, the inclination, the number of the verb, number, case, gender adjectives degrees of comparison).

Word changing, ie such that the members can not be represented forms of the same word (for example, in the Russian language - the genus and animation/inanimation nouns).

Also, grammatical categories are distinguished as:

-revealed a syntactically (relational), i.e. pointing especially to the combinability of the forms as part of the phrase or sentence (for example, in the Russian language - gender, case) → non-syntactical detected (referential, nominative), ie expressed primarily different semantic abstraction, abstracted from properties, →

-connections and relationships extralinguistic reality (for example, in the Russian language - the kind of time)

Such grammatical category as for example, the number or the person can combine features of both these types.

According to Dr. Buranov, grammatical categories can be divided into two:

→ grammatical macro categories or primary grammatical categories (the term suggested by Aristotle);

→ Grammatical micro categories or secondary grammatical categories (the term suggested by Aristotle).

Parts of speech or lexico- groups of words are primary grammatical categories. As it is known the classification of parts of speech in compared languages can be identified according to the following features of lexemes:

- Lexical and grammatical meaning
- Generalization of morphologic forms for certain word groups
- According to the function of words in the sentences.

Every word of a certain part of speech has its own morphological forms, these forms contain morphological paradigm and can be connected with certain grammatical categories. For instance, in English the inflection –s can represent a category of the number and –ed of the verb can represent tense category and etc [Buranov, 1973, 101].

English and Kyrgyz languages exhibit both similarities and differences in the grammatical categories they use to express meaning within sentences. Here's a breakdown of some key categories:

Similarities:

- **Nouns:** Both languages have nouns that represent people, places, things, and ideas. They can be marked for number (singular/plural) and potentially definiteness (English: "the book" vs. Kyrgyz: "kitap" (indefinite) vs "kitabý" (definite)).
- **Verbs:** Both languages have verbs that express actions or states of being. They can be conjugated to indicate tense (past, present, future) and aspect (completed, ongoing).

Differences:

- **Number:** English has a simpler number system for nouns (singular/plural), while Kyrgyz might have additional categories like dual (for exactly two objects) or paucal (for a small indefinite number).
- **Case:** English has minimal case marking (mostly limited to pronouns), while Kyrgyz has a complex case system. Nouns are marked for their grammatical role in the sentence (subject, object, etc.) using suffixes. (e.g., "Kitap oquym" - "I am reading a book," "Kitap_dy" - "by the book").
- **Agreement:** English has limited verb agreement (subject-verb agreement in number and person). Kyrgyz verbs might agree with not only the subject but also the object in certain cases.
- **Possession:** Both languages express possession, but Kyrgyz might use specific possessive suffixes attached to the noun being possessed. (e.g., "Kitabim" - "my book").

Unique Kyrgyz Features:

- **Aspect:** The Kyrgyz verb system has a rich aspectual system, distinguishing between completed actions, ongoing actions, habitual actions, and the potential or obligation to perform an action.
- **Mood:** Kyrgyz verbs might be marked for mood, indicating the speaker's modality (indicative, imperative, conditional, etc.).

Here's a table summarizing the key points:

Feature	English	Kyrgyz
Nouns	Number (singular/plural), definiteness	Number (singular/plural, potentially dual/paucal), case
Verbs	Tense, aspect	Tense, aspect, mood, agreement (subject, potentially object)
Possession	Prepositions, pronouns	possessive Possessive suffixes
Additional Categories	-	Case, aspect-mood system

Further Exploration:

- **Grammar Resources:** Delve deeper into Kyrgyz grammar using textbooks or online resources that explain grammatical categories in detail.
- **Typological Databases:** Explore resources like the World Atlas of Language Structures (<https://wals.info/>) to compare features like case systems and verb morphology across languages.

By understanding the typological differences in grammatical categories between English and Kyrgyz, you can appreciate the diverse ways languages encode grammatical information and structure sentences. Remember, these categories are analytical tools, and the way languages use them can be nuanced and context-dependent.

Theme: Typology of phrases/word-combinations

The definition given by the scholar Ilyish to the phrase (“every combination of two or more words which is a grammatical unit but is not an analytical form of some word”) leaves no doubt as to its equivalence to the term “word combination”.

The word combination, along with the sentence, is the main syntactic unit. The smallest word combination consists of two members, whereas the largest word combination may theoretically be indefinitely large though this issue has not yet been studied properly. In Russian, it is described as non-communicative units served for the concretization of object naming, actions, features and etc.

Phrases, also known as word-combinations, are groups of words that function as a grammatical unit within a sentence. They can be classified based on different criteria, offering insights into how languages build complex structures. Here's a breakdown of some common typological approaches:

1. By Syntactic Function:

- **Noun Phrases (NPs):** These function as nouns within a sentence. They typically consist of a head noun (e.g., "book," "teacher") and can include modifiers like adjectives ("red book"), determiners ("the teacher"), and relative clauses ("the book that I borrowed").
- **Verb Phrases (VPs):** These center around a verb and can include adverbs ("walked quickly"), objects ("bought a hat"), and prepositional phrases ("talked to him").
- **Adjective Phrases (AdjPs):** These modify nouns and can include intensifiers ("very happy"), comparative constructions ("happier than you"), and prepositional phrases ("happy about the news").
- **Adverb Phrases (AdvP):** These modify verbs, adjectives, or other adverbs. They can be formed with adverbs ("quickly"), prepositional phrases ("in a hurry"), or verb phrases ("walking slowly").
- **Prepositional Phrases (PPs):** These consist of a preposition and its complement (noun phrase, verb phrase, etc.). They express spatial relationships ("on the table"), temporal relationships ("after dinner"), or other functions.

2. By Word Order:

- **Head-Directionality:** Languages can be classified based on the typical order of the head word (noun, verb, adjective) and its modifiers.
 - **Head-First:** The head word comes before its modifiers (e.g., "red car" - English).
 - **Head-Last:** The head word comes after its modifiers (e.g., "kitap katta" - "book big" - Turkish).

3. By Complexity:

- **Endocentric vs. Exocentric Constructions:**
 - **Endocentric:** The phrase has a head word that determines its category (e.g., "red car" - the noun "car" is the head of the NP).
 - **Exocentric:** The phrase doesn't have a single head word and its category is determined by the relationship between its parts (e.g., "in the morning" - PP).

Additional Considerations:

- **Recursion:** Languages can differ in their ability to embed phrases within other phrases, creating complex hierarchical structures. (e.g., "The red car that I saw yesterday was parked in the driveway").

- **Idiomatic Expressions:** Some languages might have more fixed or idiomatic phrases that don't strictly follow these categories.

Exploring Typological Differences:

- **Compare English Phrase Structure:** Analyze how English forms noun phrases, verb phrases, etc., and how word order affects meaning.
- **Research Kyrgyz Phrase Typology:** See if resources discuss the classification of phrases in Kyrgyz and compare it to English.

By understanding the typology of phrases, you gain a deeper appreciation for how languages build blocks of meaning beyond single words. The way languages categorize and structure phrases reveals their unique grammatical systems.

Theme: Typology of sentences.

It is rather difficult to define the sentence as it is connected with many lingual and extra lingual aspects – logical, psychological and philosophical. There are many definitions of the sentence and these definitions differ from each other because that the scientists approach from different viewpoints to this question. Some of them consider the sentence from the point view of phonetics, others - from the point of view of semantics (the meaning of the sentence) and so on.

Some of the definitions of a sentence are given below.

The Notional Definition of a Sentence: "It is sometimes said that a sentence expresses a complete thought. This is a notional definition: it defines a term by the notion or idea it conveys. The difficulty with this definition lies in fixing what is meant by a 'complete thought.' There are notices, for example, that seems to be complete in themselves but are not generally regarded as sentences: Exit, Danger, 50 mph speed limit. "On the other hand, there are sentences that clearly consist of more than one thought. Here is one relatively simple example: *This week marks the 300th anniversary of the publication of Sir Isaac Newton's Philosophiae Naturalis Principia Mathematica, a fundamental work for the whole of modern science and a key influence on the philosophy of the European Enlightenment.*

Jespersen's Definition of a Sentence: "Traditional attempts to define the sentence were generally either psychological or logical-analytic in nature: the former type spoke of 'a complete thought' or some other inaccessible psychological phenomenon; the latter type, following Aristotle, expected to find every sentence made up of a logical subject and logical predicate, units that themselves rely on the sentence for their definition. A more fruitful approach is that of Otto Jespersen (1924: 307), who suggests testing the completeness and independence of a sentence, by assessing its potential for standing alone, as a complete utterance."

According to **B.A.Ilyish** "The sentence is the immediate integral unit of speech built up of words according to a definite syntactic pattern and distinguished by a contextually relevant communicative purpose". The definition proves that is quite right when he writes: "The notion of the sentence has not so far received a satisfactory definition". "A sentence is a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought. A sentence is not only a means of communicating something about reality but also a means of showing the speaker's attitude to it.

The train moved out of the city.

Are you ready?

Put down the book.

Thus, concluding the above-mentioned conceptions, there can be said that in any act of communication there are three factors:

1. The act of speech;
2. The speaker;
3. Reality (as viewed by the speaker).

B. Khaimovich and Rogovskaya state that these factors are variable since they change with every act of speech. They may be viewed from two viewpoints:

- 1) From the point of view of language are constant because they are found in all acts of communication;
- 2) They are variable because they change in every act of speech.

Every act of communication contains the notions of time, person, and reality. The events mentioned in the communications are correlated in time and time correlation is expressed by certain grammatical and lexical means.

Any act of communication presupposes the existence of the speaker and the hearer. The meaning of person is expressed by the category of the person of verbs.

Sentences are the building blocks of communication that convey complete thoughts or ideas. Here's a breakdown of some key typological approaches to classifying sentences:

1. By Function (Informative vs. Non-Informative):

- **Declarative Sentences:** These are the most common type, stating facts or making assertions. (e.g., "The cat is on the mat.")
- **Interrogative Sentences:** These ask questions, seeking information from the listener. (e.g., "Where is the cat?")
- **Imperative Sentences:** These express commands, requests, or instructions. (e.g., "Put the cat on the mat.")
- **Exclamative Sentences:** These express strong emotions like surprise, anger, or joy. (e.g., "The cat is on the mat!") (Note that some languages might use different punctuation or intonation for exclamations.)

2. By Structure:

- **Simple Sentences:** These contain one independent clause, expressing a single main idea. (e.g., "The dog barks.")
- **Compound Sentences:** These contain two or more independent clauses joined by coordinating conjunctions (and, but, or, etc.) or subordinating conjunctions (because, if, although, etc.). (e.g., "The dog barks and the cat meows.")
- **Complex Sentences:** These contain one independent clause and one or more dependent clauses that cannot stand alone grammatically. (e.g., "The dog barks when the mailman arrives.")
- **Compound-Complex Sentences:** These combine features of compound and complex sentences, containing multiple independent clauses and dependent clauses. (e.g., "The dog barks when the mailman arrives, but the cat hides under the bed.")

3. By Word Order:

- **Basic Word Order:** Languages can be classified based on the typical order of subject, verb, and object (SVO, SOV, VSO, etc.). This order can influence how grammatical roles are assigned to words.

4. By Modality:

- **Declarative Mood:** This is the most common mood, conveying statements as facts.
- **Interrogative Mood:** This is used in questions.
- **Imperative Mood:** This expresses commands or requests.
- **Subjunctive Mood:** This mood is used to express hypothetical situations, wishes, or non-factual ideas. (Not all languages have a subjunctive mood.)

Exploring Typological Differences:

- **Analyze English Sentence Types:** Identify examples of declarative, interrogative, imperative, and exclamatory sentences in English. Explore simple, compound, complex, and compound-complex sentences.

- **Compare with Kyrgyz:** Research sentence types and structures in Kyrgyz and see if there are any significant typological differences compared to English. Does Kyrgyz have a subjunctive mood? What is the typical word order for basic sentences?

By understanding the typology of sentences, you can appreciate the diverse ways languages package information and express meaning through grammatical structures. Remember, these classifications are tools for analysis, and real-world language use can be more flexible and nuanced.

Theme: Lexical Typology and its branches.

The term “typology”, as is well known, has many different uses. What primarily matters for the present volume is typology understood as “the study of linguistic patterns that are found cross-linguistically, in particular, patterns that can be discovered solely by cross-linguistic comparison”. Typology can also refer to the typological classification of languages into (structural) types on the basis of particular patterns for particular phenomena. Typological research is driven by the persuasion that the variation across attested (and, further, possible) human languages is severely restricted, and aims therefore at unveiling systematicity behind the whole huge complex of linguistic diversity. In pursuing their tasks, typologists raise – and often try to answer – important theoretical questions, such as:

- According to what parameters does a specific phenomenon vary across languages, in what patterns do these parameters (co-)occur?
- What generalisations can be made about attested vs. possible patterns?
- What is universal vs. language particular in a given phenomenon, what phenomena are frequent vs. rare?
- How are various linguistic phenomena distributed across the languages of the world?
- Which phenomena are genetically stable and which are subject to contact induced change?
- How can the attested distribution of the different patterns across languages be explained?
- How can the attested cross-linguistic patterns /generalizations be explained?

Lexical typology consists of following branches:

- * Lexical typology of words
- * Word-building typology
- * Comparative lexicology
- * Lexical-statistic typology
- * Lexical typology of borrowings
- * Lexical typology of phraseology
- * Lexical typology of proverbs and sayings and etc.

Lexical typology is a branch of linguistic typology that explores the systematic cross-linguistic variation in how languages organize and express meaning through vocabulary, specifically focusing on the lexicon (the mental dictionary of a language). Here's a breakdown of Lexical Typology and its main branches:

Lexical Typology:

- **Focus:** Analyzes how languages categorize concepts into words and how these words relate to each other. It compares how different languages lexicalize (express meaning through words) similar concepts.
- **Key Questions:**
 - How many words does a language typically need to express a certain concept (e.g., color spectrum)?

- Does a language have a single word for a concept, or multiple words with subtle differences (e.g., "big" vs. "large")?
- How are semantic fields (related words like kinship terms or color terms) organized within a language?

Branches of Lexical Typology:

- **Noun Classification Systems:** Explores how languages categorize nouns based on animacy (living vs. non-living), gender (grammatical, not biological), or other criteria. (e.g., Bantu languages often have noun classes with prefixes indicating things like people, places, or tools).
- **Verb Classification Systems:** Analyzes how languages categorize verbs based on aspect (completed vs. ongoing action), modality (possibility, obligation), or other features. (e.g., some languages have separate verbs for simple actions like "go" and "come back").
- **Event Typology:** Investigates how languages encode events (actions, situations) into verbs. This includes looking at factors like transitivity (number of participants in an action) and causation (who or what caused the event).
- **Lexicalization Patterns:** Studies how languages express complex concepts using single words or combinations of words. This includes the use of compounding (combining words to create new ones) and derivation (adding prefixes or suffixes to modify meaning).
- **Frame Semantics:** Analyzes how languages frame situations using specific verb-argument structures. (e.g., "The dog chased the cat" vs. "The cat was chased by the dog" highlights the focus on the agent vs. the patient).
- **Cognitive Linguistics:** Explores the connection between human cognition and lexical organization. It examines how our thought processes might influence the way languages categorize concepts.

Importance of Lexical Typology:

- Provides insights into the relationship between language and thought.
- Helps us understand how different cultures perceive and categorize the world around them.
- Contributes to the development of universal theories about lexical organization.
- Valuable for tasks like machine translation, where understanding lexical differences between languages is crucial.

Further Exploration:

- Resources like the Leipzig Glossing Archive (<https://archive.mpi.nl/>) provide data on how concepts are expressed across languages.
- Explore the book "The World Atlas of Language Structures" (<https://wals.info/>) for information on typological features of various languages.

By understanding Lexical Typology and its branches, you gain a deeper appreciation for the rich and diverse ways languages represent the world through words.

Theme: Comparative analysis of English and Kyrgyz languages words

The main unit of the lexical system of a language resulting from the association of a group of sounds with a meaning is a word. This unit is used in grammatical functions characteristic of it. It is the smallest language unit which can stand alone as a complete utterance. A word, however, can be divided into smaller sense units - morphemes. The morpheme is the smallest meaningful language unit.

The morpheme consists of a class of variants, allomorphs, which are either phonologically or morphologically conditioned, e.g. please, pleasant, pleasure. Morphemes are divided into two large groups: lexical morphemes and grammatical (functional) morphemes. Both lexical and grammatical morphemes can be free and bound. Free lexical morphemes are

roots of words which express the lexical meaning of the word, they coincide with the stem of simple words.

Free grammatical morphemes are function words:

- articles
- conjunctions
- prepositions (the, with, and). Bound lexical morphemes are affixes:
- prefixes (dis-)
- suffixes (-ish)
- blocked (unique) root morphemes (e.g. Fri-day, cran-berry).

Word is a basic two sided and independent unit of a language. It has been attracted the attentions of many linguists from ancient times. Thus, the word is the basis unit of a language, directly corresponds to the object of thought (referent)- which is a generalized reverberation of a certain 'slice', 'piece' of objective reality and by immediately referring to it names the thing meant.

Here's a breakdown of some key areas for comparison when analyzing vocabulary in English and Kyrgyz:

1. Lexical Gaps and Overlap:

- **Lexical Gaps:** A concept might exist in one language but not have a direct equivalent in the other.
 - **Example:** English "cozy" might not have a single-word equivalent in Kyrgyz, requiring a descriptive phrase.
- **Lexical Overlap:** Both languages might share words for basic concepts due to cultural exchange or borrowing.
 - **Example:** Words like "taxi" or "futbol" (soccer) might be found in both English and Kyrgyz.

2. Levels of Specificity:

- **English:** Often has multiple words for a single concept with subtle differences (e.g., "big" vs. "large" vs. "enormous").
- **Kyrgyz:** Might express a broader range of meaning with a single word, relying on context for specific interpretation. (This can be related to the concept of "polysemy" - one word with multiple meanings.)

3. Noun Classification Systems:

- **English:** Lacks a grammatical gender system for nouns.
- **Kyrgyz:** Might have noun classes categorized based on animacy or other features, requiring specific markers to be used with the noun.

4. Verb Classification Systems:

- **English:** Relies on adverbs or verb tense to express aspect (completed vs. ongoing action).
- **Kyrgyz:** Verb morphology might encode aspect directly into the verb conjugation, reducing the need for separate adverbs.

5. Compounding and Derivation:

- **English:** Frequently uses compounding (combining words) and derivation (adding prefixes or suffixes) to create new words.
- **Kyrgyz:** Might rely more on agglutination (adding multiple suffixes to a single word) to modify meaning.

Things to Consider:

- **Loanwords:** Both languages borrow words from other languages, which can create vocabulary similarities.
- **Cultural Specificity:** Certain concepts might be more prominent in one culture and have more specific vocabulary in that language. (e.g., Types of horses in Kyrgyz vs. English)
- **Diachronic Comparison:** Looking at historical changes in vocabulary can reveal interesting connections and influences between languages.

Further Exploration:

- **Bilingual Dictionaries:** Explore English-Kyrgyz dictionaries to see how words are translated and identify potential lexical gaps.
- **Corpus Linguistics:** Use online corpora (large collections of text data) to compare word frequency and usage patterns in both languages.
- **Etymological Dictionaries:** Investigate the origins of words in both languages to understand historical connections and borrowing.

By conducting a comparative analysis of English and Kyrgyz vocabulary, you can gain valuable insights into the unique ways these languages represent concepts and how cultural factors influence word choice. Remember, vocabulary is dynamic and constantly evolving, so ongoing exploration can be fascinating.

Theme: Comparative Analysis of Word-Formation in English and Kyrgyz Language

In linguistics, word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a change in a single word's meaning. The line between word formation and semantic change is sometimes a bit blurry; what one person views as a new use of an old word, another person might view as a new word derived from an old one and identical to it in form. Word formation can also be contrasted with the formation of idiomatic expressions, though sometimes words can form from multi-word phrases. Wordbuilding is one of the main ways of enriching vocabulary. As it is known morpheme can be subdivided into root and derived types. These features of morphemes are characterized all types of languages. There are two major groups of word formation in Modern English: *productive* and *unproductive*.

Productive: *compounding, prefixation, suffixation, conversion, shortening*

Unproductive: *sound interchange, stress interchange, sound imitation, blending, back formation*

Both English and Kyrgyz have various methods for creating new words and expanding their vocabulary. Here's a detailed breakdown comparing word-formation processes in English and Kyrgyz, highlighting their strengths and weaknesses:

Morphological Processes:

- **Affixation:**
 - **English:** Prefers prefixes (un-happy, pre-order) and suffixes (-ness, -able) for derivation. However, English affixation can be less transparent compared to Kyrgyz. (e.g., "understand" - the prefix "un" doesn't always negate the meaning).
 - **Kyrgyz:** Utilizes suffixes extensively for nouns, verbs, adjectives, and adverbs. Suffixes often have clear and consistent meanings. (e.g., "-tuu" creates abstract nouns indicating state or condition, "-ar" creates causative verbs). Kyrgyz can also use multiple suffixes together (agglutination) for complex derivations. (e.g., "oky (oku) - read" -> "окыт (okut) - teach" -> "окыт-тып (okut-tur) - cause to teach")
- **Infixation:**
 - **English:** Rare, but exists (e.g., "blood-sucker").
 - **Kyrgyz:** Not a common word-formation process.

Non-Morphological Processes:

- **Compounding:**
 - **English:** Frequently combines words (bookstore, weekend). This can create more complex meanings, but can also be less transparent if the component words lose their original meaning. (e.g., "underground" might not be understood literally by someone unfamiliar with the language).

- **Kyrgyz:** Compounding occurs, but might be less frequent than in English. Compounding in Kyrgyz often retains the transparency of the component words. (e.g., "кол китеп (kol kitap)" - "hand book" = notebook)
- **Acronyms & Initialisms:**
 - **Both Languages:** Use acronyms (NATO) and initialisms (FBI) for brevity.
- **Clipping:**
 - **Both Languages:** Can shorten words informally (e.g., "lab" from "laboratory").
- **Borrowing:**
 - **Both Languages:** Enrich vocabulary through borrowing (e.g., "sushi" from Japanese in English, "futbol" from Spanish in Kyrgyz). Borrowing can introduce new concepts or fill lexical gaps.

Key Differences:

- **Affixation:** Kyrgyz relies more on suffixes with clear meanings, while English affixation can be less transparent.
- **Compounding:** English uses compounding more frequently, but it can sometimes lead to less transparency. Kyrgyz compounds often retain clarity.
- **Conversion:** Conversion (using a word in a different grammatical category) is more common in English word-formation.

Additional Considerations:

- **Productivity:** Some processes might be more productive (frequently used) than others in each language.
 - **English:** Suffixation like "-er" for professions (baker) or "-able" for adjectives (washable) might be productive.
 - **Kyrgyz:** Derivational suffixes like "-чы (chy)" for people performing actions (сүпүр-гүчү (supur-guchy) - sweeper) might be highly productive.
- **Historical Influences:** The historical development of each language can influence preferred word-formation processes. (e.g., English being influenced by French with prefixes like "de-" or "re-")

Further Exploration:

- **English Etymology Dictionaries:** Explore resources like the Online Etymology Dictionary (<https://www.etymonline.com/>) to understand how English words were formed historically.
- **Kyrgyz Morphology Resources:** Search for academic journals or textbooks that delve deeper into Kyrgyz morphology and word-formation processes.
- **Corpus Linguistics:** Use online corpora (large collections of text data) to analyze the frequency and distribution of words formed through different processes in both languages. (e.g., <https://www.sketchengine.eu/>)

By comparing word-formation processes, you gain insights into how these languages create new vocabulary and how these processes reflect their unique structure and history. Remember, word-formation is an ongoing process, constantly enriching the lexicon of both English and Kyrgyz.

Theme: Comparative Typology in Modern trends of linguistics.

It is known that linguistics and variety fields of it were developed in every period of developing process. Hence, we can observe that in XVIII century, there were mostly done researches of comparative-historical investigations among related languages and in the last century collection of anthropocentric, functional, cognitive and dynamic paradigms occupied the position of structural paradigm. Movement of interests of researcher from the object of cognition to the subject in anthropocentric paradigm, with another word it can be understood the analysis of language in a human being and human being in language.

The anthropocentric paradigm is the last and modern scientific paradigm where the problem of human in language and language in a human being is analyzed, i.e. interrelation of human and language becomes the main object of linguistic researches. This paradigm appeared

in the 30s of the XXth century with the linguistic works of American philosophers and linguists, and a number of great linguists all over the world developed it. List of areas are developing in the anthropocentric paradigm of the modern linguistics such as pragmatics, sociolinguistics, ethnolinguistics, psycholinguistics, linguistic anthropology and cognitive linguistics, linguistic culturology and gender linguistics are considered the urgent directions of it. Cognitive linguistics investigates language as a mechanism of transformation and codification of it. The aim of this linguistics covers the cognition of the world from one's point of view and ways of appearing of receiving processes, categorization, and classification of it.

According to a number of specialists, cognitive linguistics and lingua culturology are progressing in the frame of the collection of single general cognitive sciences [Kubryakova, 1994, 37-47]. The term of "Cognitive science" includes learning processes jointly, receiving them and reworking, saving and using, organizing the structure of knowledge and collection, furthermore, it arranges collection of a certain scientific thought which is joint for forming the mental activity of these structures. Cognitive science is closely connected with mathematics, logic, philosophy, anthropology, and linguistics.

Lingua culturology is a complex scientific science direction appeared on the basis of inter reaction of linguistics and culturology. This direction investigates interconnection between culture and language and researches the language as a phenomenon of culture. It shows the observation of the world in the certain view by the cultural prism and by a certain nation's mind and culture.

It is known that the first researches on gender started to be investigated in western humanitarian sciences. The reason of appearing them was the new views of investigations of the problems of intelligence, philosophy of science and philosophy of society.

Specifically, such anchor domains in modern linguistic research as communication, interaction, culture, habitus, cybernetics, culture, and cognition can be considered as a target of comparative typology.

Comparative typology is a vibrant field within linguistics that explores the systematic similarities and differences between languages. In recent years, it has undergone some exciting developments, moving beyond its traditional focus and offering valuable insights into the nature of language itself. Here's a breakdown of these trends:

Shifting Focus:

- **From Universals to Variation:** Traditionally, comparative typology aimed to identify universal grammatical features shared by all languages. The modern approach recognizes the rich diversity of human languages and focuses on explaining why languages exhibit the variation they do.
- **Functional Explanations:** Beyond mere description, modern typology seeks explanations for observed patterns. It explores how features like word order, case systems, or verb morphology relate to factors like processing efficiency, information packaging, or historical influences.

New Methodological Approaches:

- **Quantitative Analysis:** Modern typology utilizes statistical methods and large datasets (language corpora) to analyze patterns across a wider range of languages. This allows for more robust conclusions and comparisons.
- **Experimental Methods:** Psycho-linguistic experiments are used to investigate how speakers process and produce language according to typological features of their native language. This sheds light on the cognitive underpinnings of typological variation.
- **Computational Modeling:** Computational models are being developed to simulate language evolution and predict typological patterns. This allows for testing hypotheses and exploring the space of possible language structures.

Benefits of Comparative Typology:

- **Understanding Language Universals:** While recognizing variation, typology can still reveal underlying universals – core cognitive principles that constrain language structure across languages. (e.g., all languages have some way of expressing basic concepts like agents, objects, actions)
- **Insights into Language Change:** Studying typological patterns across languages with known historical relationships can help us understand how languages evolve and change over time.
- **Informing Language Acquisition Research:** Comparative typology offers insights into the challenges and strategies learners face when acquiring languages with different typological features.
- **Applications in Language Technology:** Understanding typological variation is crucial for developing effective tools for machine translation, speech recognition, and natural language processing.

Examples of Modern Research:

- **Theories of Alignment:** Typological research explores how languages mark grammatical roles (subject, object) and how these strategies might relate to information packaging and processing efficiency.
- **The Typological Atlas of Language Structure (WALS):** This online resource provides comprehensive information on the typological features of hundreds of languages, facilitating cross-linguistic comparisons. (<https://www.eva.mpg.de/linguistics/past-research-resources/typological-surveys/the-world-atlas-of-language-structures-wals/>)
- **Evolution of Grammatical Categories:** Researchers use comparative frameworks to understand how grammatical categories like tense, aspect, or mood emerge and diversify across languages.

The Future of Comparative Typology:

The field of comparative typology is constantly evolving. As new data, methodologies, and theoretical frameworks emerge, we can expect even more exciting discoveries about the remarkable diversity and fascinating properties of human languages.

Further Exploration:

- **Journal of Typological Linguistics:** Explore this academic journal for in-depth research articles on comparative typology. (<https://www.jbe-platform.com/content/journals>)
- **The World Atlas of Language Structures (WALS):** Delve deeper into the typological features of various languages using this online resource.
- **Books:** Consider reading books like "The Cambridge Handbook of Linguistic Typology" or "Language Universals and Language Change" for a comprehensive introduction to the field.

By understanding the trends in comparative typology, you gain a deeper appreciation for the power of this approach in unveiling the intricate relationships and fascinating complexities within the vast world of human languages.

Theme: Typology of cultural concepts of English and Kyrgyz language.

Traditionally, the culture was understood in terms of formal or "high" culture (literature, art, music, and philosophy) and popular or "low" culture. From this perspective, one main reason for studying a language is to be able to understand and appreciate the high culture of the people who speak that language. The pop culture is regarded as inferior and not worthy of study.

Some scientists define culture as an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviours of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations.

In this understanding of "deep culture," language and culture are integral to one another. The structure of language and the ways it is used reflect the norms and values that members of a culture share. However, they also determine how those norms and values are shared because language is the means through which culture is transmitted.

The communicative competence model is based on this understanding of the relationship between language and culture. Linguistic, discourse, sociolinguistic, and strategic competence each incorporate facets of culture, and the development of these competences is intertwined with the development of cultural awareness.

"The exquisite connection between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both" [National Standards in Foreign Language Education Project, 1999, p. 47].

According to **V. N. Telia**, culture is described as a world-conception, world-perception, and world-comprehension of a people. (This statement does not certainly deny the material component of culture but only puts in focus its "ideal" / mental component, which is much more significant for lingual-cultural and lingual-cognitive studies.) Therefore, lingua-culture is the verbalized culture, the culture externalized in signs of language. Hence, signs of language (in the linguistic sense of this term) are regarded as the substances for signs of culture. Culture itself is not; however, simply a body of knowledge but rather a framework in which people live their lives and communicate shared meanings with each other. Regarding the benefits of learning about the culture, attending the culture class has raised cultural awareness in ELT students concerning both native and target societies.

Conceptual research have an important role as well in lingua culturology as cognitive linguistics. The Cultural concept is considered as a subject of research of lingua culturology. In lingua culturology concept can be understood as "culturalmental-lexical" expression. The Cultural concept is considered as a multifunctional mental expression.

According to the opinion of **Yu. S. Stepanov** concept is a part of the culture in the mind of a human being and with this, he includes the culture into the mental world of a human being [Stepanov, 1997, 40-76]. The dyad of "language and human being" of anthropocentric paradigm changes into the construction of "language-human being-culture" in lingua culturology. As an example, the concept of "love" can be analyzed from the lingua-cultural point of view. The concept "love" itself has broad sense and it can be interpreted with a variety of notions and conceptions from a cultural point of view. Hence, if we see it from a philosophical point of view, this concept can be analyzed as the accident-social-financial level in different nation and culture. Besides, the national-cultural features of this concept explicitly shown in the literature and poetry of variety nations. For example, in Western nations, this concept is devoted to human being with great passion and feelings, but in Eastern poetry mostly the great love is devoted to God from a religious point of view.

Cultural concepts are those deeply rooted ideas, values, and beliefs that shape a society's worldview and are reflected in their language. Analyzing these concepts typologically can reveal fascinating insights into the unique characteristics of each culture. Here's a breakdown of how we can compare cultural concepts in English and Kyrgyz:

1. Identifying Key Domains:

- **Family:** Explore how family structure, kinship relations, and terms of address are reflected in both languages. (e.g., extended family emphasis in Kyrgyz vs. nuclear family focus in modern English)
- **Social Hierarchy:** Analyze concepts related to social status, respect, and authority. (e.g., honorific speech in Kyrgyz vs. more casual forms of address in English)
- **Time and Space:** Compare how languages conceptualize time (linear vs. cyclical), space (individualistic vs. communal), and punctuality. (e.g., emphasis on present and hospitality in Kyrgyz culture reflected in language)

- **Religion and Spirituality:** Investigate vocabulary and expressions related to religious beliefs, practices, and values.
- **Nature and Environment:** Explore how each language reflects the relationship between humans and the natural world. (e.g., importance of horses and herding in Kyrgyz culture reflected in vocabulary)

2. Analyzing Linguistic Expression:

- **Lexical Gaps and Overlap:** Identify concepts prominent in one culture that lack direct equivalents in the other. (e.g., "cozy" in English might not have a single word in Kyrgyz)
- **Figurative Language:** Compare proverbs, idioms, and metaphors that capture cultural values and beliefs. (e.g., Kyrgyz proverbs emphasizing hospitality vs. English proverbs on self-reliance)
- **Discourse Patterns:** Analyze how conversations are structured and how politeness is observed in each language. (e.g., indirect communication in Kyrgyz vs. more directness in English)

3. Considering Historical and Social Context:

- **Historical Influences:** Investigate how historical events, trade, or cultural exchange might have shaped vocabulary and concepts. (e.g., Russian loanwords in Kyrgyz)
- **Social Stratification:** Explore how cultural concepts might vary among different social groups within each society.

Challenges and Considerations:

- **Translation Issues:** Cultural concepts are often difficult to translate directly, requiring an understanding of the underlying cultural context.
- **Evolving Cultures:** Both English and Kyrgyz cultures are constantly evolving, so the concepts they represent might also change over time.

Further Exploration:

- **Ethnographic Studies:** Research anthropological studies about Kyrgyz and English cultures to gain a deeper understanding of their values and beliefs.
- **Cultural Dictionaries:** Explore dictionaries that explain cultural concepts specific to each language.
- **Corpus Linguistics:** Utilize online corpora to analyze how language is used to express cultural concepts in real-world contexts.

By delving into the typology of cultural concepts, you can appreciate the intricate relationship between language and culture. Understanding these connections allows you to navigate cross-cultural communication more effectively and fosters a deeper appreciation for the diversity of human experience.

Theme: Typology in gender linguistics of English and Kyrgyz language.

In linguistics, the new directions of anthropocentric paradigm have been developing in recent years and gender linguistics can be included in this development. It is known that the first research on gender started to be investigated in western humanitarian sciences. The reason of appearing them was the new views of investigations of the problems of intelligence, philosophy of science and philosophy of society. "Gender" is considered the main object of genderology. It includes a national description of cultures, the roles of male and female in society and their relationship and behavior.

Post-structuralism has provided a major challenge to essentialist notions of gender and has been crucial in the developing understanding of gender. With its emphasis on the constitutive nature of discourse, it has thoroughly informed linguistic study – and indeed has been largely responsible for the "linguistic turn" in many other disciplines. Chris Weedon famously characterized language as 'the place where actual and possible forms of social organization and

their likely social and political consequences are defined and contested. Yet it is also the place where our sense of selves, our subjectivity is constructed' [Weedon,1987, 21].

In addition, the term "gender" is considered as one of the problematic concepts in this direction of linguistics. The main attention of linguists was paid to distinguish the terms of "gender" and "sex". Cameron points out that a 'correlational' relationship between sex and gender is usually seen in one of two possible ways: first, that gendered behavior is 'built on' to pre-existing sex differences, and, second, that the sex-gender relationship may be arbitrary, but that there will always be gender differences in behavior, which then come to "symbolize" sex (1997p). This sex-gender relationship entails differences or tendencies in what women and men do and say, stemming from the notion of gender as an idea about the importance of differentiation between women and men. "Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behavior, values, relative power and influence that society ascribes to the two sexes on a differential basis. Whereas biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them". **O.V. Ryabov** explains the relationship of these two terms as one whole and part: "Sex is biological, consists of sociocultural sex with sociocultural elements. That is why "gender" and "sex" is appeared as "whole and part". Genderological analysis of a language can serve in understanding not only its anthropocentric paradigm but also its male and female peculiarities. The opinion of **V.A.Maslova** can be an example for this understanding: "human being can receive the majority of data through linguistic frequency, therefore human lives in his own world created by himself with intellectual, spiritual and social need concepts than the world of things". Moreover, through gender humanity can understand and evaluate the existence as individual and collective consciousness, they can investigate flamboyant relationships of a human being based on relations between male and female. Thus, gender as a meaningful source identifies all sociocultural sides of human's life.

According to **Jane Sunderland** gender can be found and can be analyzed in the following contexts: The list below represents a starting point: -

- in differences between women and men, boys and girls;
- in similarities between women and men, boys and girls;
- in diversity within women, within men, within boys, within girls;
- in aspects of linguistic dealings with (individual, and groups of) women, men, boys, and girls, for example, how they are addressed, what is said to them('hearer sex');
- in aspects of what is said and written about gender differences/tendencies, similarities, and diversity;
- in aspects of what is said and written about (individual, and groups of) women, men,

boys

and girls (the assumption being that gender may be relevant in such spoken and written texts).

Gender can be observed in the vocabulary of every nation. Male and female characteristics are reflected in phraseological units and proverbs in the vocabulary of different ethnos and cultures. As an example, a number of groups of phraseological units can be used for comparison of genderological features of three languages:

→ a list of phraseological units can be related only male features such as: *general's battle*,

brother of the angle → *шутгороховый, рыцарь без страха и упрека* → *кулагынан*

күн көрүнүп калыптыр, аракет кылсаң берекет

- a list of phraseological units can be related only female features such as: *lady of the house, one's good lady*, → *подруга жизни, талия в рюмочку* → *энеси өпөгөн кыз, кызга бергис жубан*

Grammatical gender is a linguistic category that assigns words to classes (masculine, feminine, neuter, etc.) While both English and Kyrgyz have grammatical categories that influence how nouns are used, they approach gender in fundamentally different ways. Here's a detailed breakdown:

English:

- **No inherent grammatical gender:** Nouns themselves are not classified as masculine, feminine, or neuter.
- **Natural Gender:** Gender is distinguished only for animate beings based on biological sex (e.g., he, she, it).
- **Gender-neutral Pronouns:** Singular "they/them" is increasingly used for non-binary individuals or situations where the gender is unknown.
- **Agreement:** Limited agreement – pronouns and sometimes determiners (the, this, that) change depending on the noun's natural gender (e.g., the boy vs. the girl).

Kyrgyz:

- **Grammatical Gender System:** Nouns are classified into grammatical genders (masculine, feminine, inanimate) regardless of biological sex.
- **Gender Marking:** Suffixes are added to nouns to indicate gender (e.g., at (horse) - masculine; kiz (girl) - feminine; kitap (book) - inanimate).
- **Agreement:** Extensive agreement – adjectives, pronouns, possessive markers, and verb conjugations all change depending on the noun's gender (e.g., ak at (white horse) vs. ak kiz (white girl) vs. ak kitap (white book)).

Key Differences:

- **Basis for Classification:** English uses biological sex for animate beings, while Kyrgyz uses a grammatical system independent of biological sex.
- **Number of Genders:** English has a limited natural gender system, while Kyrgyz has a more elaborate grammatical gender system with three categories.
- **Agreement:** English has limited agreement, while Kyrgyz has extensive agreement across various grammatical elements.

Additional Considerations:

- **Historical Development:** English lost its grammatical gender system over time, while Kyrgyz retained it.
- **Cultural Influence:** Grammatical gender can sometimes reflect cultural perceptions of masculinity, femininity, and animacy. However, this isn't always a perfect correlation.
- **Social Change:** Both languages are evolving, and the use of gendered language is a topic of ongoing discussion, particularly in English with the growing use of gender-neutral pronouns.

Further Exploration:

- **Books:** Explore books on gender linguistics, such as "The Gender of Language" by Deborah Tannen or "Language and Gender" by Janet Holmes.
- **Kyrgyz Grammar Resources:** Search for resources that delve deeper into Kyrgyz morphology and noun classification based on gender.
- **Corpus Analysis:** Use online corpora of English and Kyrgyz texts to analyze pronoun usage and agreement patterns in real-world contexts.

By comparing the typology of gender in English and Kyrgyz, you gain insights into the diverse ways languages categorize nouns and how these systems reflect the unique structure and history of each language. Remember, gender in language is a complex phenomenon, and its relationship to cultural norms is constantly evolving.

Учебно-методическое и информационное обеспечение дисциплины

Основная литература:

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12. Оливериус, З. Фонетика русского языка. - Praha : SPN, 1978.
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18. Рождественский Ю.В. Типология слова. - М, 1969.
19. Соловьёва Н. Н. *Весь русский язык в таблицах: От фонетики до синтаксиса*. - М., 2009.

Online Resources:

- **Words Without Borders:** This online magazine features translated literature from around the world, occasionally including works by Kyrgyz authors. (<https://wordswithoutborders.org/>)

- **Project MUSE:** This online database of academic journals might include articles featuring translated excerpts from Kyrgyz literature alongside English works (requires subscription through a library or institution). (<https://muse.jhu.edu/>)
- **The Poetry Foundation:** While not specific to Kyrgyz literature, this website offers a vast collection of translated poems from various languages, potentially providing thematic comparisons. (<https://www.poetryfoundation.org/>)
- **Open Library:** This online catalog might have digital copies of translated Kyrgyz literature, though availability can be limited. (<https://openlibrary.org/>)
- **Archive.org:** This digital library might have scanned copies of older translations of Kyrgyz works, but quality and copyright status might vary. ([invalid URL removed])
- **WorldCat:** This library catalog can help locate translated works of Kyrgyz literature available in libraries worldwide. (<https://search.worldcat.org/>)

Политика курса

Студенты обязуется:

1. регулярное посещение занятий;
2. активность во время занятий;
3. подготовка к занятиям;
4. презентовать домашнюю заданию;
5. сдавать СРС по требованию во время;

Недопустимо:

1. Опоздание и уход с занятий;
2. Пользование сотовыми телефонами во время занятий;
3. Обман и плагиат;
4. Несвоевременная сдача заданий;

Методы, используемые в обучении: Инновационно-интерактивные формы обучения характеризуются высокой коммуникативной возможностью и активным включением магистрантов в учебную деятельность, формировать навыков сопоставительного анализа на конкретном материале изучаемых языков, обладать интеграция теоретических знаний магистрантов в преподавания английского языка, эффективно развивают навыки коммуникативной компетенции: активные и пассивные методы, словесные и практические методы, объяснительно-иллюстративный метод;

Информационная база, информационно-справочная система: сетевые источники и ресурсы, областные и городские библиотеки, учебно-библиографическая библиотека университета, учебники, УМК, словари и справочники в читальном зале университета, электронная библиотека.

Материально-техническое обеспечение дисциплины: Занятия по данной дисциплине проводятся с использования персональных компьютеров, дидактическим материалами и разными наглядными пособиями, презентациями и видеуроками сделанные с помощью приложений такие как PowerPoint и Vandicam. Преподаватель имеет учебные аудитории для проведения занятий лекционного типа, занятий семинарского типа, выполнения курсовых работ, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы и помещения для хранения и профилактического обслуживания учебного оборудования. Помещения укомплектованы специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации большой аудитории. Для проведения занятий лекционного типа аудитории оснащены демонстрационным оборудованием и учебно-наглядными пособиями, обеспечивающими

тематические иллюстрации, соответствующие примерным программам дисциплин, рабочим учебным программам дисциплин. Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой, подключенной к сети «Интернет» и обеспеченной доступом в электронную информационно-образовательную среду ЖАГУ. Программа магистратуры обеспечена комплектом лицензионного программного обеспечения, состав которого определяется в рабочих программах дисциплин и ежегодно обновляется. Электронно-библиотечная система (электронная библиотека) и электронная информационно-образовательная среда обеспечивает одновременный доступ 70% обучающихся.