

COMPARATIVE STUDY OF DEGREES OF COMPARISON IN ENGLISH AND KARAKALPAK ADJECTIVES

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Abstract. This article presents a comparative analysis of the degrees of comparison in English and Karakalpak adjectives, focusing on their grammatical structures, morphological formations, and syntactic usage. While both languages recognize three main degrees—positive, comparative, and superlative—they differ significantly in how these forms are constructed and applied. English employs a mix of inflectional endings, auxiliary words, and irregular forms, whereas Karakalpak, as an agglutinative language, relies on suffixes and intensifiers governed by vowel harmony. The article also explores semantic and pragmatic aspects of comparison and discusses the implications for language learning and bilingual education. Through this contrastive study, educators and linguists can better understand the structural dynamics and teaching strategies appropriate for learners of both languages.

Keywords: English adjectives, Karakalpak adjectives, degrees of comparison, comparative grammar, superlative, language learning, morphology, syntax, bilingual education, contrastive analysis

Introduction. Language is a fundamental tool for expressing thoughts, emotions, and evaluations of the surrounding world. One such evaluative linguistic tool is the adjective, which allows speakers to describe qualities, states, and characteristics. A particularly important grammatical feature of adjectives is their ability to express degrees of comparison. This article aims to conduct a comparative analysis of the degrees of comparison in English and Karakalpak adjectives, highlighting both the similarities and differences between the two languages. Furthermore, the study emphasizes how linguistic typology, morphological structure, and syntactic rules influence adjective comparison.

In English, adjectives have three degrees of comparison: the positive, comparative, and superlative degrees. The positive degree represents the base form (e.g., *tall*), the comparative is used to compare two items (e.g., *taller*), and the superlative denotes the highest degree among three or more entities (e.g., *tallest*). Typically, one-syllable adjectives form the comparative by adding *-er* and the superlative by adding *-est*. For example:

- *fast* → *faster* → *fastest*
- *cold* → *colder* → *coldest*

However, when adjectives have two or more syllables, especially those ending in *-ful*, *-ous*, or *-ing*, the comparative and superlative are formed using *more* and *most*. For example:

- *beautiful* → *more beautiful* → *most beautiful*
- *interesting* → *more interesting* → *most interesting*

It is important to note that English also contains irregular adjectives that do not follow the standard patterns. These include:

- *good* → *better* → *best*
- *bad* → *worse* → *worst*
- *far* → *farther/further* → *farthest/furthest*

Moreover, English allows the use of intensifiers such as *much*, *far*, and *a lot* to emphasize the degree of comparison, e.g., *much better*, *far worse*. These modifiers add expressive richness to comparative structures.

Similarly, the Karakalpak language also categorizes adjectives into three degrees of comparison. However, the morphological strategies differ significantly due to the agglutinative nature of Karakalpak, a Turkic language. The positive degree (*jaqsi* – good) is the base form. To express the comparative degree, Karakalpak usually uses the adverb *dağıraaq* or the suffix *-raq/-rek*, which is added to the adjective stem depending on vowel harmony:

- *uzın* → *uzınraq* (long → longer)
- *jaqsi* → *jaqsıraq* (good → better) [2, 320-325].

In terms of the superlative degree, Karakalpak employs two main strategies. One is the addition of the prefix *eń*, meaning “the most”, as in:

1. *eń jaqsi* (the best)
2. *eń sulıw* (the most beautiful)

Alternatively, the comparative suffix may be used with an adverbial intensifier to achieve a superlative-like meaning. For example:

- *ñağız jaqsıraq* (really better, i.e., much better)

It is also worth noting that the Karakalpak language does not rely heavily on irregular forms; instead, it maintains a regular morphological system for comparison. This consistency facilitates learning but may limit expressive variation in comparison to English.

In English, the placement of comparative and superlative adjectives is relatively fixed: they typically precede the noun they modify. For example:

- *a bigger house, the most interesting book*

On the other hand, Karakalpak follows a different syntactic structure. The adjective also precedes the noun, but the comparative or superlative marker often appears before or within the adjective, and the modifiers *dağıraaq* or *eń* can precede the entire adjective phrase:

- *eń sulıw qız* (the most beautiful girl)
- *jaqsıraq adam* (a better person) [5, 180-182].

In both languages, the comparative can also be expressed using conjunctions. In English, *than* is used: *She is taller than her brother*. In Karakalpak, *qaraganda* or *ñağızdan* may be used:

- *Ol aǵasınan uzınraq*. (She is taller than her brother.)
- *Bu kitap basqasına qaraganda jaqsıraq*. (This book is better than the others.)

While both languages share the fundamental concept of comparison, the way this is pragmatically applied varies. In English, comparison is frequently used in advertising, academic discourse, and persuasive writing, where expressions such as *more effective*, *cheaper*, or *the best option* are common. In Karakalpak, the use of comparison is more contextually driven and often culturally influenced. For instance, expressions of modesty may downplay comparisons, and indirect forms of superlatives are preferred in polite discourse. Moreover, while English often uses exaggeration for emphasis (*the absolute best*), Karakalpak tends to avoid overt hyperbole in formal or traditional contexts.

Understanding the comparative structures in both languages offers insights into their grammatical systems and cognitive frameworks. For learners of English whose first language is Karakalpak, the differences in morphological construction may pose initial challenges. They may, for instance, overgeneralize by applying suffix-based comparison to English adjectives (e.g., *beautifuller* instead of *more beautiful*). Conversely, English speakers learning Karakalpak may struggle with vowel harmony and proper suffix attachment. Thus, comparative grammar instruction should emphasize these structural contrasts, using explicit examples and practice. Additionally, contrastive analysis helps in identifying transfer errors and designing effective bilingual learning materials. Comparative tables, interactive exercises, and translation tasks can enhance learners’ understanding of adjective comparison in both languages.

Conclusion. In summary, although English and Karakalpak both recognize three degrees of adjective comparison—positive, comparative, and superlative—the means by which they express these degrees differ considerably. English relies on suffixes and auxiliary words, including irregular

forms, while Karakalpak uses agglutinative suffixes and intensifying prefixes in a highly regular system governed by vowel harmony. By analyzing the grammatical, morphological, and syntactic aspects of adjective comparison in these two languages, we gain a deeper appreciation of their unique characteristics. Furthermore, the findings of this comparative study have practical implications for bilingual education, translation, and language teaching, especially in regions where both English and Karakalpak are used. As global communication increases, such comparative linguistic studies contribute to better cross-cultural understanding and more effective language instruction.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN IMPROVING CHINESE LISTENING SKILLS

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Abstract. This study investigates the role of Artificial Intelligence (AI) in improving Chinese listening comprehension, emphasizing the effectiveness of AI-powered tools and applications. AI's integration into language learning has proven to enhance listening skills, especially in tonal languages like Chinese. This research examines how AI-driven platforms, such as intelligent tutors, virtual assistants, and interactive apps, support Chinese listening practice. These tools allow learners to practice at their own pace, with varying difficulty levels, and engage through multimedia features. The purpose is to highlight AI's potential to make language education more accessible, efficient, and tailored to individual needs. Using a quantitative approach, the study will survey learners who have used AI tools for listening practice, focusing on aspects like tone recognition. The survey targets undergraduate students in Kazakhstan who have employed AI tools to improve their Chinese listening skills. The findings are expected to offer insights into AI's ability to provide interactive and personalized learning experiences.

Keywords: Artificial Intelligence (AI), Chinese Listening Comprehension, Language Learning Technology, AI-Powered Educational Tools, Multimedia Language Practice