Список использованной литературы:

- 1. Evans, V., & Green, M. (2006). Cognitive Linguistics: An Introduction. Edinburgh University Press. 8-p.
- 2. Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. 4th ed. Wiley-Blackwell. 9-p.
- 3. de Bot, K., Lowie, W., & Verspoor, M. (2007). A dynamic systems theory approach to second language acquisition. Bilingualism: Language and Cognition.
- 4. Clark, R. C., & Mayer, R. E. (2016). E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning. Wiley
- 5. Hymes, D. (1972). On Communicative Competence. In J.B. Pride & J. Holmes (Eds.), Sociolinguistics. Penguin Books.
- 6. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics.
- 7. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

SIMILARITIES BETWEEN CHINESE AND KARAKALPAK GRAMMAR

Kadirbergenova D.Z. Nukus, Uzbekistan 4th year student, Berdakh KSU

Abstract: There has limited research on the similar aspects of the Chinese and Karakalpak languages so far. This paper aims to identify common linguistic parts such as the affixes and word order, using the comparative method. Being aware of these similarities can make the language acquisition simpler for learners.

Keywords: Chinese, Karakalpak, learners, grammar, similarities, possessive suffix, possessive case, relative clause, comparative degree.

In recent years, learning the Chinese language has gained popularity among language learners. Being proficient enables them not only to talk to the native speakers, but also to study or work in this developed country. However, this language acquisition requires much more effort as there are more differences such as the characters instead of letters, various tones on every syllable. Despite these differences, learners can encounter some similarities between the Karakalpak and Chinese languages which can help in the learning process.

Possessive construction. Unlike English and Russian, both Chinese and Karakalpak grammar allows people to use only one suffix in order to show the possessive meaning regardless of genders and number. In Chinese the suffix "均" (de) is placed after the attribute:

e.g. 我的书 Wǒ de shū (my book)

Similarly, Karakalpak speakers also use the possessive case suffixes (iyelik sepligi niń, niń, diń, diń, tiń, tiń) based on its phonetic rules.

e.g. Men**iń** kitabım

Sometimes it is possible to omit "约" in Chinese when it indicates family members or close relationships:

我 (的) 妈妈 Wǒ (de) māmā

The similar scene can be observed when the attribute is clear from the context:

STUDENTLERDI BIRLESTIRIW: XALÍQARALÍQ IZERTLEWLER HÁM PÁNLER BOYINSHA BIRGE ISLESIW 1-XALÍQARALÍQ STUDENTLER KONFERENCIYASÍ. NÓKIS, 2025-JÍL 20-21-MAY

Úy(diń) aldı (We have already known which house is described in this sentence)

Nonetheless, it is essential to mention that the suffixes of the noun cannot be found in Chinese grammar.

e.g. 我的书 Wŏ-de-shū (men-(n)iń-kitap)

Meniń kitabım

Relative Clauses. Another similarity is the second meaning of "约" and the relative clause (kelbetlik feyil). "约" is used between the attribute and the qualified noun which is the same as the relative clause in Karakalpak grammar. Nevertheless, it has a different term "Kelbetlik feyil". It can function with the help of suffixes "gan, gen, qan, ken" that attach to the verbs. In both languages, this structure could be used as a predicate or attribute.

e.g 我买的书 Wǒ mǎi **de** shū Men satīp al**ģan** kitap (as an attribute)

Comparative Degree. Specific markers are served to indicate comparative degree in both languages. In Chinese 一点儿 (yīdiǎnr) might be used after the adjectives to exhibit this degree while Karakalpaks could use the affixes like law, lew, ıraq, irek, ģɪlt, gilt in the same place.

瘦一点儿(shòu **yīdiǎnr**) a little narrower tar-**law** a little narrower

To conclude, although every language is unique, the Chinese and Karakalpak languages can share similarities. When the Karakalpak learners acquire Chinese language or vice versa, this method can make this process more straightforward and efficient.

References:

- 1.Rong Jihua . (2011). Developing Chinese: Elementary comprehensive course 1. Beijing Language and Culture University Press.
- 2. Liu, X. (2006). Новый практический курс китайского языка [New practical course in Chinese]. Beijing Language and Culture University Press.
- 3.Dawletov, A. (2010). Hazirgi Qaraqalpaq adebiy tili: Morfemika [Modern Karakalpak literary language: Morphology]. Nukus "Bilim".
- 4.Seydullaeva, D. (2012). Hazirgi Qaraqalpaq tili: Sintaksis [Modern Karakalpak language: Syntax]. Nukus.
- 5.https://www.archchinese.com

SHAWDÍRBAY SEYTOV POEZIYASÍNDA INSAN RUWHÍNÍN OBRAZLÍ SÁWLELENIWI

Kazaxbaeva Aqsúngúl QMU magistrantı

Annotaciya: Bul maqalada qaraqalpaq poeziyasınıń iri wákili Shawdırbay Seyitov dóretiwshiligi, atap aytqanda onıń "Jollar" poeziyalıq toplamı tiykarında insan ruwxınıń obrazlı ańlatılıwı analiz etiledi. Avtordıń lirikasında obrazlar sisteması arqalı insannıń ishki keshirmeleri, muhabbatı, sağınıshı, patriotlığı hám turmıslıq izertlewleri sáwleleniwin kórsetedi. Lirikalıq qaharmannıń ishki álemi tábiyiy tábiyat kórinisleri, simvollıq ańlatpalar, metafora hám dialog formaları járdeminde ashıp berilgen. "Sağınısh" qosığına bólek itibar qaratılıp, ondağı qaharmannıń tereń psixikalıq jağdayı, muhabbat hám ayralıq keshirmeleri poetikalıq analiz etiledi. Maqala Shawdırbay Seyitov poeziyasında lirikalıq qaharman obrazın qáliplestiriw quralları hám kórkem-estetikalıq principlerdi ashıp beredi.