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COMPARATIVE TEACHING METHODS OF "ADJECTIVE DEGREES" IN THE KOREAN LANGUAGE CLASSES WITH UZBEK LANGUAGE

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ABSTRACT

This scientific article discusses a group of adjectives in the Uzbek and Korean languages and its types according to the peculiarities of expressing certain features of the subject and its significance in teaching foreign languages.

KEYWORDS

Adjective, attributive adjectives, state adjectives, color adjectives, positive degree, comparative degree, superlative degree, intensifier, compound and coordinate adjectives.

INTRODUCTION

A person who does not know the Korean language fails to know its similarities to the Uzbek language. Of course, it is not difficult to notice similarities between the Kazakh, Azerbaijani, Tatar, and Kyrgyz languages, which are among the Turkic languages, and the Uzbek language. However, although there is no similarity in the pronunciation and writing of the Korean language

and the Uzbek language, the word and sentence structures are very similar. There are reasons for why this similarity happened. This shows that the Uzbek language and the Korean language derived from the same root. That is, they are genetically related languages. Later, they developed and changed in a different area, different environment. Looking back

into ancient times, in the period of the primitive community, when there was no technology, construction, and civilizations, people knew only the words used in their daily life, including water, stone, cave, and similar natural phenomena. For example, the word "tosh" is "tol" in Korean, and the word "suv" in Uzbek is "mul" in Korean, but this word was used as "su" in ancient times. Uzbek and Korean have many similarities in the sentence structure. For example, in Uzbek subject positions before the predicate. It's also the same in Korean. In general, it is easy to translate from Korean to Uzbek since there is a possibility to translate literally.

The phenomenon of differentiating the same quality in objects (sometimes in verbs) in terms of quantity is called adjective degree.

The quality of an object can be identified in several ways. For example, by color: qizil, ko'k, yashil; sign of taste: shirin, achchiq, sho'r, etc. Adjectives are divided into several types according to the characteristics of expressing specific qualities of an object.

1. Trait adjectives: kamtarin, mug'ambir, sodda, quvnoq, mehribon, sho'x, ziqna, yo'rg'a, chopag'on. Trait adjectives are used not only for people, but also for objects and animals like yuvosh odam–yuvosh ot, yaxshi odam–yaxshi ot–yaxshi xabar.

However, only some of them modify a verb: yaxshi ishladi, muloyim so'zladi.

2. State adjectives: badavlat, xursand, ma'yus, keksa, durkun, sovuq, iliq, ochiq, salqin, jimjit, tinch. Most of them can be utilized to describe the manner of an action: iliq qarshiladi, ma'yus so'zladi.

3. Shape adjectives. These kinds of adjectives are used to talk about specific physical properties of a person or subject.

4. Color adjectives, including oq, qora, qizil, pushti, sariq, zangor. These adjectives are also used to modify nouns.

5. Size and measure adjectives: keng, tor, uzun, yaqin, katta, og'ir, yengil.

6. Taste adjectives. There is a small number of this kind of adjectives: shirin, bemaza, nordon, achchiq.

7. Smell adjectives. They also constitute of small number: xushbo'y, badbo'y, ko'lansa.

8. Adjectives indicating the quality of the object according to place or time. Such adjectives are formed by adding the suffixes -gi (-ki, -qi) to nouns denoting place or time: yozgi, kuzgi, ichki, qishki, sirtqi. Adjectives of this type are not used to denote an action.

If the quality in one subject is not related to the same quality in another noun, and it is not compared, it is called a positive degree: yorug', kuchli, yaxshi, og'ir.

Two degrees are made from the comparison of the same quality in nouns: a) comparative degree, b) superlative degree.

Expressing that a certain quality in the noun (sometimes in verbs) is more than the same quality in another is called comparative degree: kattaroq, yaxshiroq, kuchliroq.

The comparative degree in Uzbek is mainly expressed by the morphological method (-roq suffix). This affix indicates that when nouns (sometimes verbs) are compared, the quality of the noun represented by the

adjective is a little more than in other objects. For example: Sherigidan yoshroq, tundroq va muomalasi dag'alroq usta Sodiq esa g'oyat nozik va murakkab naqshlar san'atini ham mukammal egallagan edi. (O.) The meaning of comparing nouns (or actions) is recognised from the content of the sentence, in general, from the context. In such sentences, the suffix –dan is added to the noun in the form of "noun + ko'ra" or the suffix –ga is added to the noun when using "qaraganda" (noun + qaraganda). When a comparative adjective is connected to a verb, the sentence may contain words with the meaning of comparing, such as kundan-kun, yildan-yil, yildan-yilga. Examples: 1. Yana bahor ... Quyosh kundan-kun kuchliroq qizdirardi. (O.) 2. O'shandan beri halol dehqonchilik qiladi, o'rtadan ko'ra pastroq, pastdan ko'ra yuqoriroq xo'jaligi bor. (A.Q.)

Since the quality of the comparative level expresses that the attribute is more in one object than another, it can be preceded by an intensifying adjective: yana yorug'roq, yanada (yana ham) jonliroq. For example: Boshlarida, qo'yinlarida yulduzlar chaqnagan teraklarning bo'ylari yana balandroq, dadilroq ko'rinadi. (O.)

Expressing that an object (or a verb) is at the upper or lower limit of a quality is called superlative degree: In Uzbek, the superlative degree is expressed only by syntactic method. The fact that the attribute in this object is greater than in other similar subjects is expressed by special words (eng, hammadan); in this case, the meaning of comparing the attributes must be easily identified. For example: 1. So'ngra kechada yosh avtorlar o'zlarining eng yaxshi asarlaridan namunalar o'qib berdilar. («L. u.»). 2. Hammadan og'ir narsa sog'inish bo'lar ekan, - dedi Hakima. (O.)

A learner of Korean can easily confuse attributives with determiners since the function and formation of them are similar. So, what's the difference? The differences are as follows: attributive words are studied in morphology, and determiners are studied in syntax. All attributive words can act as determiners. In Korean, determiners can be divided into three types according to their formation and function: demonstrative determiners, enumerative determiners, and attributive determiners.

1. Demonstrative determiners indicate the state and nature of an object. It is mainly made up of pronouns (bu, u, o'sha, qaysi, har kim - 이, 그, 저, 무슨, 아무 사람). For example: Bu ishni qilmasang yaxshi bo'lardi. 이 일을 하지 않으면 좋겠습니다. It would be better if you do not do this. Qaysi tomonga borsam dorixona chiqadi. 어느 쪽으로 가면 약국이 있습니까? In every way, one can find a pharmacy.

2. Enumerative determiners express the order and quantity of the object and are made up of numeral words (bitta, ikkinchi 한 개, 두 번째), and some pronouns. For example: Birinchi opam vrach. 첫째 언니는 의사 입니다. My elder sister is a doctor. Kecha opam bilan har xil mavzuda gaplashdik. 어제 언니랑 같이 여러가지 내용으로 이야기 했습니다. Yesterday, I had a conversation with my sister in different topics.

3. Attributive determiners identify the quality, trait and attribute of an object. For example: Hozirda qanday ish qilyapsiz? 요즘은 어떤 일을 하고 있어요? What are you doing these days? Bu yangi kitob kimniki? 이 새 책은 누구의 책 입니까? Whose is this new book? Keyingi

vaqtda iqtisodiy muammolar jiddiy bo'lib turibdi.
요즘은 경제 문제가 진지하게 논의 되고 있습니다.
Economic issues are being discussed seriously these days.

If the sentence provides those three types of adjectives, they position as follows: demonstrative+enumerative+attributive determiners.
For example: Bu yangi kiyim kimniki? 이 새 옷은 누구의 옷입니까? Whose are these new clothes Bu ikkita olmani yeng. 두 개 사과를 드십시어. Eat these two apples. O'sha ikki qadimiy kitobdan foydalaning. 저 두 옛날 책에서 인용하십시오. Use those two old books. Adjectives, in addition to degrees, also have forms that express more or less of a quality.

In these forms, the quality of an object is not compared to the quality of another object, but the excess or deficiency of the object is expressed in the object itself.

Such forms are as follows:

1. This form shows the highest degree of a quality in the object. Qip-qizil, qop-qora, oppoq. This intensifying form is made by taking the initial part of the adjective and adding it before this adjective and repeating it: yum-yumaloq, pak-pakana.
2. The form of lack of quality. In the adjectives denoting color, there is a special form of the object quality that shows weakness and scarcity. It is formed by suffixes -ish, -mtir (-imtir): oq-oqish, oqimtir. Sariq-sarg'ish, sarg'imtir.
3. A form of intensifying quality. This form is formed by adding intensifying words such as juda, g'oyat, nihoyatda, cheksiz, behad before the adjective.

For example: U kishi bilan juda qalin do'st bo'lib qoldim.

그분은과 아주 친한 친구 되고 있었어요.

We became very close friends.

4. In modern Uzbek, forming adjectives by syntactic method is also important. Compound adjectives in the form of phrases are always considered as a whole.

By two adjectives: olachipor, och sariq.

By adjective and noun: ochko'z, xushovoz.

By number or adverb and adjective: ikki xonali, ko'p bolali.

By a noun or verb and a participle: tinchliksevar, tezpishar, tezotar, muzyorar, etc.

Coordinate adjectives are formed on the basis of the equal connection of two adjectives, and the document is composed: Adjectives that are close to each other in terms of meaning are paired: qing'ir-qiyshiq, och-yalang'och. Antonym adjectives can also be paired. For example: katta – kichik 큰 - 작은, past – baland 작의 – 높의, yosh – qari 젊은 – 어른.

Also, the grammar of Korean, which is considered an oriental language, is an important stage for language learners. One of the grammatical topics is the formation of adjective degrees in the Korean language, comparing them to our native language and conveying them to the language learners. Korean has 3 adjective degrees just like Uzbek. These are -원- positive degree, 비교급- comparative degree and 최상급- superlative degree. If we explain students the degrees of one-syllable adjectives, multi-syllable adjectives and adjectives in a particular group compared to the

adjective degrees in Uzbek, it will be easier for them to learn a new grammatical rule, the degree for multi-syllable adjectives. It should also be explained that -다, 가장 words come before adjectives. In this case, of course, pictures, posters and slides will help us a lot. In this topic, organizing students to participate in question-and-answer exercises and games in "groups" will also have a good effect. We give an example of new pedagogical methods to strengthen the new topic. Brain Storm Style:

The words "급, 최상급, 최상급" are written on a large poster, and participating students fill those posters with the desired adjectives. A student who correctly writes the degrees of adjectives gets points for his group, and so on.

In the cluster method, students are divided into 2-3 groups. Students are given an assignment to write examples of adjectives in positive degree, comparative degree, and superlative degree. The members of the first group are required to write examples: "큰, 자근, 현대" and etc. The members of the second group are required to write examples such as "큰, 더 현대의, 더 유명한" as an example of the comparative level. Those in the third group can give examples like "가장 큰, 가장 긴" as an example of a superlative level. Here, they can write examples of multi-syllable adjectives and comment: For example: 유명한, 더 유명한, 가장 유명한- the most important adjective can be given as an example. After the teacher explains the new topic, the students can independently perform the reinforcement exercises. Through this, firstly, they develop the ability to think independently, and

secondly, students learn to use the grammatical topic independently during conversation. At the end of the lesson, they can write a short essay or story on a topic using the newly acquired quality levels as homework. A new topic is easily mastered with the participation of students, and each new pedagogical method used makes it easier for the teacher to realistically assess student knowledge.

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