



COMPARATIVE ANALYSIS OF NUMBER CATEGORY IN ENGLISH AND UZBEK LANGUAGES

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ABSTRACT: This article provides a comparative analysis of the number category in English and Uzbek, examining the ways in which singular, dual, and plural forms are used in each language to express quantity. English has a more straightforward number system with numerical markers, whereas Uzbek has a more complex number system with dual forms and distinct suffixes for various values. Whereas English's usage of numerical markers reflects its grammatical structure, Uzbek's dual forms lend the language subtlety. By looking at these variations, we can learn more about how languages influence communication styles and serve as mirrors for cultural values.

Key words: Number category, English language, Uzbek language, comparative analysis, singular, dual, plural forms, numerical markers, suffixes, cultural values, communication styles.

INTRODUCTION

The human mind and its various encoding systems for the world around us are fascinatingly revealed by language, with its complex web of meaning and grammar. Numbers are an interesting field of study since they indicate the number of entities being discussed, either singular (one) or plural (more than one). Despite their seeming simplicity, languages can have quite different ways of marking numbers, which can lead to interesting



parallels and a better comprehension of linguistic structure. This article examines the ways in which the languages of Uzbekistan and England approach the grammatical category of numbers, emphasizing the divergent methods used by analytic and synthetic languages. In order to shed light on the subtle complexity of number encoding and its effects on communication, we will examine the morphological marking of singular and plural nouns, the impact of numbers on verb conjugation, and the potential difficulties for language learners.

Number system in English:

In English there are two numbers: singular and plural. The formal signal of the singular number is a zero morpheme, while the usual signal of plurality *-e/s*. The formation of plural by means *-e/s* is considered to be productive [Iriskulov; 19].

*They just asked for the play **books** to check that there was nothing in them against Protestant beliefs, and forgot to give them back.* [Shakespeare; 5]

*Boshlig'im yosh militsionerlar uchun **kitoblar** yozayotganini eshitgan edim.* [Sariq; 77]

The plural forms of the same nouns are provided to show the application of the pluralization rule. The transformation from singular to plural is achieved by simply adding *"-s"* or *"-es"* as appropriate. The suffix *"-s"* is added to nouns that end in a consonant or vowel other than *"s"*. For instance: *"books"* from *"book"*.

*Down in the tunnel the **foxes** crouched. listening to the terrible clanging and banging overhead.* [Fantastic; 23]

*-A, **tulkilar**? Bekorlarni aytibsiz! - yenglarini shimarib eriga garab o'dag'aylab kela boshladi xotini.* [Sariq, 119]

"-es" is added as a suffix to nouns that finish in *"s"*, *"x"*, *"z"*, *"ch"*, *"sh"* or sounds similar. Pronouncing the plural form is made simpler by the additional syllable. For example: *"foxes"* from *"fox"*.

The plural of some nouns changes from the stem without adding an suffix [G'apporov; 112]:



*That is what the **children** round about used to sing when they saw them.* [Fantastic; 5]

***Bolalar** mashina ko'zdan yo'q bolib ketguncha qol- larini silkitib, ko'zlarini moltiratib qolishdi.* [Sariq; 277]

The nouns are given in plural form, demonstrating stem modifications rather than suffix additions. “Child” to “children”, the suffix “-ren” is added to the word to modify it, however this is seen as irregular since it is not a straightforward addition of “-s” or “-es”. The process of learning English is made more difficult by these irregular forms, which call for the memory of particular noun forms rather than the application of a general rule.

Number system in Uzbek:

All numbers greater than one serve to clearly express the concept of singularity, plurality, specific to the plural form of a noun. Nouns combined with such numbers do not take the plural suffix “-lar” in Uzbek [Sapayev; 138].

*O'zindan, Faridadan, **daraxtlardan**, mashinalardan uyalaman.* [Sariq; 199]

*They'd build their nests at the bottom of **trees**.* [Winnie; 6]

These examples show how the “-lar” suffix is used to express plurality, with the plural versions of the same nouns provided. When compared to English, Uzbek pluralization is more predictable. The consistent application of “-lar” to create plurals emphasizes this. The suffix application can vary depending on the phonetic or grammatical context of the noun, even with the general regularity acknowledged. It becomes more complicated because of this. Applying the plural suffix “-lar” is simple, as demonstrated by the examples “daraxt” to “daraxtlar”. Although adding “-lar” is generally accepted, the phrase implies that there are some situations in which the suffix may be applied differently or in a different way depending on the noun's ending or other grammatical considerations. For example, the shape of the suffix may depend on vowel harmony or certain phonetic norms.

Comparison of number categories:



For language learners, the different number marking systems in Uzbek and English provide particular difficulties. The subtle differences between singular and plural forms in irregular verb conjugations and nouns can be challenging for English language learners. The seemingly arbitrary rules controlling the use of articles may also cause confusion for them. The difficult burden of learning the intricate system of inflectional suffixes, on the other hand, falls to Uzbek learners. They must remember which suffix goes with which noun and how to conjugate verbs correctly depending on person and number. Nevertheless, these difficulties also offer chances for language learners to gain a deeper comprehension of morphology, syntactic structure, and the relationship between syntax and semantics. Acquiring proficiency in number marking not only improves language fluency but also fosters a greater understanding of language's nuances and meaning-conveying potential.

CONCLUSION

In conclusion, there are both parallels and discrepancies between the number categories in the English and Uzbek languages. While Uzbek maintains a more complex system with distinct forms for singular, plural, and dual, English predominantly uses forms for singular and plural, with the dual category becoming essentially obsolete. This exhibits the impact of historical development, cultural practices, and linguistic heritage. Our appreciation of language diversity and the complex processes through which languages change and adapt over time is enhanced by our comprehension of these distinctions. Additionally, exploring these differences can lead to greater appreciation for the richness and complexity of human language systems worldwide.

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