

PHILOLOGY. ITS INTERPRITATION AND CONTENT

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ABSTRACT

The article deals with the meaning and Content of the word philology. The structure and its branches in the formation of speech in contacting English-Uzbek communication.

Key words. *Phitologiy, linguistics, grammar, formation, structure, franchises, content, meaning, etc.*

ФИЛОЛОГИЯ. ЕГО ТОЛКОВАНИЕ И СОДЕРЖАНИЕ

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АННОТАЦИЯ

В статье рассматриваются значение и содержание слова филология. Структура и ее ветви в формировании речи в контактном англо-узбекском общении.

Ключевые слова. *Фитология, лингвистика, грамматика, формирование, структура, франшизы, содержание, значение и др.*

INTRODUCTION

In teaching and learning English there are important terms their meanings their usages and their roles in constructing English sentences. Of course the students before learning any foreign Language have to understand being taught Language phenomena.

Further the first language –mother longue(L1) and the target Language (L2) will be used . In learning Language 2-target Language students (pupils) have Language 1 experiences. According to L.B. Sherba the learners of target languages have enough language 1 experiences.

These experiences are two types. Mother longue experience and mental experiences. Mother longue experiences can be seen in language learning processes. What are they? First students before learning a target language have mother tangué experiences. These experiences will be used while learning the first language-

Language 1. The language 1 has its phonological, morphological, grammatical and syntactical specifics. Every of them has a firm knowledge print in their brains. They always are ready to be used by the learners.

In learning language 2-target language the learners use mother tongue, life style the ways of expression of feelings thoughts and mental outlooks. These factors are also influence for learning a target language.

So the learners meet (with) some difficulties. There are phonological, lexical grammatical and called interferences. These interferences may be of two types. They are interlingual and intralingual. Intralingual interference may occur in any case of usage language phenomena. They may be phonological, lexical, grammatical in the linguistics.

DISCUSSION AND RESULTS

In the moral interference the learners may meet in expressing feelings and thoughts of a target language. Any nation any person while expressing their thoughts use their historical, traditional, cultural, educational and national experiences. While expressing feelings and thoughts the learners have to be more attentive. Because moral way of life plays more important role in acting and behaving in the real life style.

Academician L.B. SHerba was right, because any learner has at his disposal ready outlooks, knowledge in various subjects in surrounding world. Yet it be any kind of activity, thought, behave, play, talk, spending time, sight seeing, eating, living and other cultural moral feelings and activities. They all influence in understanding each-other by the representatives of two language speakers.

If to take into consideration language interferences in this case it should be taken only language phenomena. Any language is analysed in the following four levels. They are phonological, morphological, lexical and grammatical.

In phonological level the sound system of the languages L1 and L2. About this phenomena professor S.Ph.Shatilov wrote: The sound system of the comparing languages-L1 and L2 can be described in the following ways: 1) similar sound; 2) half (partially similar); 3) quite different sounds. He is right with his personal outlook knowledge and understanding on the one hand. On the second hand, the analyses may be different by different scholars- scientists. Inside the phonological system one can find differences even in similar sounds. Describing language phenomena professors. Haymovich and Chakhayan put questions: what is phoneme?-the smallest distinctive unit. What is morpheme?-the smallest meaningful unit. What is a word?- the smallest naming unit. What is a sentence?- the smallest communication unit.

CONCLUSION

If to analyse Language units there are different language interferences. The teachers tasks are to find to differenciate them and to look for wars of elimination of these interferences.

At the beginning of this article it was given the term philology and its interpretation. What is “philology”? it the study of language; especially: the study of how languages or words develop. Definition: the study of literature and of disciplines relevant to literature or to language as used in literature.

2. a: linguistics; especially;historical and comparative linguistics;b: the study of human speech especially as the vehicle of literature and as a field of study that sheds light on cultural history. Philologia (from lotin) love of literature; from greek philologos- found of learning and literature from phil+logos; word speech- legend.

In conclusion it can be said that any term in linguisticso has its meanings and contents. The teachers have to use them and give their meanings in a correct way. In order the teachers may understand any term and their usage in language speech.

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