
Ways of Expressing the Category of Ownership of Nouns in Russian and Uzbek

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Annotation: This article is devoted to the ways of expressing the category of belonging to nouns in two comparable languages, Russian and Uzbek. Morphological constructions and the meaning of the objectivity of both languages are also compared.

Keywords: noun, object meaning, morphological indicators, word semantics, grammatical meaning, category of belonging.

Nouns in both Russian and Uzbek denote words with the meaning of objectivity or phenomenon. In both languages, nouns are asked *кто это? (ким бу?) или что это? (нима бу?)*.

The meaning of objectivity includes words that denote the names of things and objects (*скатерть, карандаш, платье — дастурхон, калам, куйлак*), persons and living beings (*ученик, Александр Сергеевич, кролик, конь — укувчи, Александр Сергеевич, куён, от*), plants (*куст, хлопок, цветок — бута, пахта, гул*), social life and natural phenomena (*пажар, жара, ветер — ёнг'ин, иссик, шамол*), abstract relationships (*страх, молодость, дружба — куркинч, ёшлик, дустлик*).

Despite the similarity of the meanings of nouns in both languages, there are differences.

The category of nouns in the Russian language includes independent words that denote living and inanimate objects, as well as any phenomena of reality. (*дождь, ненависть, чтение, мечта — ёмг'ир, нафрат, укиш, орзу*).

“So, in the Russian language, the general meaning of the objectivity of nouns is inextricably linked with the grammatical categories of gender, number and case, which are expressed by certain morphological indicators” [1,p.35].

Nouns in the Uzbek language differ in that they do not have a morphological construction, as in Russian. In words, the meaning of objectivity is indicated mainly by the very semantics of the word, and this is associated with the grammatical categories of number, case, and belonging. These features distinguish nouns from other parts of speech. Nouns in the Uzbek language, as in Russian, are a significant part of speech and act as a subject, object and part of a compound nominal predicate.

Based on the foregoing, it can be noted that nouns in both languages express objectivity or phenomena. However, their difference is that in Russian nouns have not only the category of

number and case, but also the grammatical category of gender (*мужской, женский, средний, общий*). And in the Uzbek language, the meaning of objectivity of nouns is organically connected with the categories of number, case and belonging.

There is no category of gender in the Uzbek language. For Uzbek students, the category of gender is a new concept, therefore, in some cases, determining the gender of nouns, declension of nouns, setting the tenses of verbs in accordance with the category of the gender of the subject, the use of adjectives in the feminine and neuter gender is an obstacle to effective learning of the Russian language.

For example: *Отец, город, он (мужской род) – ота, шахар, у*

Мама, школа, она (женский род) – она, макбат, у

Море, окно, оно (средний род) – денгиз, ойна, у

“The category of belonging is a kind of specific grammatical phenomenon inherent in the Turkic languages, which expresses the relation of belonging between the person of the owner and the object of possession. In the Uzbek language, as in all Turkic languages, an object cannot usually be considered as neutral, if there is not only the belonging of one object, but also "... a whole range of logical relations based on the organic connection of one object with another" [1,p.35].

For example: 1. *шахар шифохонаси – городская больница* (letter «город + больница»), that is, a hospital located in the city

2. *мактаб кутубхонаси – школьная библиотека* (letter «школа + библиотека»), school owned library

3. *болалар бог'и – детский парк* (letter «дети + сад или парк»), park for children

4. *киш айози – зимние морозы* (letter «зима + мороз»)

Another obstacle for Uzbek students is the absence of a category of belonging in the Russian language. For example, in Russian they say: «*Отец работает в школе, мать – в библиотеке, брат учится в университете, а сестра ходит в детский сад*», the situation and environment help to understand whose parents and brother (sister) are in question. The situation and environment in the Uzbek language are not so important, since the affixes of the category of belonging clearly define the attitude towards a particular person. For example, *Отам мактабда, онам кутубхонада ишлайди, акам университетда укийди, синглим бог'чага боради*. In this example, you can see that the category of belonging is expressed by the affix of the 1st person singular **-м (-им)**.

In the Uzbek language, the category of belonging is expressed by the simultaneous connection to words of affixes of the possessive (genitive) case of personal pronouns and possessive suffixes that are attached to the subject of possession.

For example: **менинг** китоб**+им** — моя книга

сенинг китоб**+инг** — твоя книга

унинг китоб**+и** — его книга

бизнинг китоб**+имиз** — наша книга

сизнинг китоб**+ингиз** — ваша книга

уларнинг китоб**+и** — их книга

The suffixes of the 1st and 2nd person singular and plural, unlike the 3rd person singular and plural, retain the meaning of belonging to a person, for example, 1st person *мактаб+им* — *моя школа*, *мактаб+имиз* — *наша школа*; 2-е лицо *мактаб+инг* — *твоя школа*, *мактаб+ингиз* — *ваша школа*.

“But when the attributive relation is expressed not by the possessive case of the 3rd person, but by an impersonal noun, the affix of possession of the 3rd person loses its personal meaning and, as it were, becomes non-personal” [1,с.36].

For example: *китоб жавон+и* — *книжная полка*

шахар бинолар+и — *городские здания*

The peculiarity of the native language, that is, Uzbek, “strongly affects the Russian speech of Uzbek students, and under the influence of the category of belonging, they try to convey the features of the Russian language with the features of the Uzbek language” [1,с.37].

Thus, teachers of the Russian language, when teaching the language, must take into account the peculiarities of the native language of students. To give an idea of the similarity and difference not only of the grammatical categories of gender, number and case, but also of the meaning of belonging.

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