O'ZBEKISTON RESPUBLIKASI

OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

QO'QON DAVLAT UNIVERSITETI

«TASDIQLAYMAN»

Qo'qon davlat universiteti

rektori D.Xodjaeva

29-avgust 2025 yil

MADANIYATLAR QIYOSIY TIPOLOGIYASI
FAN DASTURI (Majburiy fan)

Bilim sohasi:	100000 – Ta'lim
Ta'lim sohasi:	110000 – Ta'lim
Magistratura mutaxassisligi	70111801– Xorijiy til va adabiyoti: (ingliz tili)

Fan/modul kodi MQTI305	O'quv yili 2025-2026	Semestr 2	ECTS - Kreditlar 5
Fan/modul turi Majburiy	Ta'lim tili O'zbek/rus/ingliz		Haftadagi dars soatlari 4

	Fanning nomi	Maruza	Auditoriya nashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Jami yuklama (soat)
1.	Chog'ishtirma lingvistika	30	30	90	150

2.

I. Fanning mazmuni

Fanni o'qitishdan maqsad – magistrlar ongida tilshunoslik fanining taraqqiyot bosqichlari, turli ilmiy maktablar va yo'nalishlarning shakllanishi haqida ilmiy tushunchalarni hosil qilish va ularning shakllanishiga xizmat qiladi

Fanning vazifalari:

-tilshunoslik tarixida shakllangan turli milliy an'analarni qiyoslab o'rganish va sistemaga solish, til haqidagi bilimlarni rivojlanish dinamikasini o'rganishdir.
 -"Xorijiy mamlakatlarning lingvistik nazariyalari" fanining dolzarbligi shundaki, unda magistrantlar jaqon tilshunosligi tarixi, rivojlanish bosqichlari, muhim masalalarning echimi, shuningdek,tilshunoslikda paydo bo'layotgan yangi soqa va yo'nalishlar qaqida chuqurma'lumotga ega bo'lishadi.
-Xorijiy tillarni ўrganishga qiziqish va talab oshib borayotgan ayni vaqtda "Xorijiy mamlakatlar lingvistik nazariyalari" fani o'ta dolzarb qisoblanadi. Ushbu dastur chet tili bo'yicha bo'lajak mutaxassislarga jahon tilshunosligi masalalarini atroflicha yoritishga xizmat qiladi.

II. Asosiy nazariy qism (ma'ruza mashg'ulotlari)
Fan tarkibiga quyidagi mavzular kiradi:

1-mavzu. Linguistics in an ancient India
  The history of the English language has traditionally been divided into three main periods: Old English (450-1100 AD), Middle English (1100-circa 1500 AD) and Modern English (since 1500). Over the centuries, the English language has been influenced by a number of other languages.

2-mavzu. Linguistics in Ancient Greece and Rome
     Linguistics in ancient Greece focused on philosophical questions like the origin of language and the connection between form and meaning, with the Alexandrian scholars developing the first systematic grammars, particularly for Homeric Greek.

3-mavzu. Renaissance linguistics in the Middle Ages.

There was no Renaissance linguistics in the Middle Ages; rather, the Middle Ages preceded the Renaissance and was characterized by the study of Latin and Greek grammar, with scholarly work focused on applying classical rules to Christian texts.

4-mavzu : The formation of comparative-historical linguistics and the creation of the comparative-historical method.

Comparative-historical linguistics was formed in the early 19th century, particularly with the study of Indo-European languages, and is built upon the comparative method, a systematic approach for identifying shared origins and regular sound changes across related languages

5-mavzu: The emergence of general linguistics. The school of "Young Grammarians".

The "Young Grammarians" were not a single influential school but a reference to 19th-century Neogrammarians, who pioneered the scientific, empirical study of language, laying the foundation for modern general linguistics

6-mavzu : Theories of ancient and classical linguistics. Comparative-historical linguistics and genealogical classification of languages.

Ancient and classical linguistic theories focused on understanding the historical evolution and relationships between languages, particularly through comparative-historical linguistics and the genealogical classification of languages.

7-mavzu: W. von Humboldt. Language is "the expression of the spirit of the people."

Wilhelm von Humboldt stated that "a language is the expression of the spirit of the people," a concept central to his linguistic philosophy and his broader idea of Volksgeist. This idea posits that each language embodies and reveals the unique intellectual and cultural character, or "spirit," of the nation or people that speaks it.

8. A. Schleicher's linguistic concept.

Schleicher helped popularize the tree model (also Stammbaum, genetic, or cladistic model) of historical linguistics, a model of the evolution of languages analogous to the concept of a family tree diagram, particularly a phylogenetic tree of the biological evolution of species.

9. Logical-psychological linguistics. Potebnya's linguistic concept.

Logical-psychological linguistics, associated with A.A. Potebnya, is a branch of linguistics emphasizing the interdependence of thought, language, and the individual's internal experience. Potebnya believed words have a tripartite structure (sound, internal form, meaning), where the "inner form" functions as a mental "center of image" that links the word's sound to its meaning through a mental representation or image, which then allows for communication and the development of complex concepts.

10. Linguistic theories of "Young Grammarians". Kazan and Moscow linguistic schools.

The term "Young Grammarians" refers to linguistic scholars in the 19th century, particularly those in the Kazan and Moscow linguistic schools, who focused on the comparative and historical study of languages. The Kazan School, active in the mid-19th century, was known for its pioneering work in the comparative study of Romance and Slavic languages, emphasizing the systematic and rule-based nature of linguistic development. The Moscow School of Comparative Linguistics, a branch of the broader comparative linguistics tradition, emerged from this same period, distinguished by its focus on identifying deep historical connections between languages.

11. Russian linguistics in19th century

19th-century Russian linguistics was defined by the formation of a modern literary standard language through the synthesis of Church Slavonic and colloquial speech, a process largely cemented by Alexander Pushkin. The century also saw the influence of European languages, particularly German and French, leading to the adoption of new scientific, technical, and commercial terms, though this was tempered by the emerging Slavophile movement and the inclusion of vernacular dialects in literature.

12. The teachings of F. de Saussure. The formation of structural schools in 19th-century linguistics.

Ferdinand de Saussure is considered the founder of structural linguistics, a school of thought that views language as a self-regulating system of interconnected signs, where meaning is derived from the relationships between signs rather than inherent properties. His posthumously published work, Course in General Linguistics (1916), introduced key concepts like the distinction between langue (the abstract language system) and parole (individual speech acts), and the linguistic sign, composed of a signifier and a signified.

14. The formation of the Copenhagen structural and Prague functional schools.

The Prague School, founded in 1926, adopted a functionalist approach to structural linguistics, focusing on the function of linguistic elements within the overall language system, and contributing theories on phonology and communicative dynamism. The Copenhagen School, established around the same time and influenced by the Prague School, developed a formalist, abstract approach to language, creating the theory of glossematics.

15. Prototype and categorization Concept – as a fundamental concept of cognitive linguistics

In cognitive linguistics, prototype theory posits that categories are organized around a central, prototypical member rather than a rigid set of defining features. This theory, pioneered by Eleanor Rosch, contrasts with the classical view of categories

and suggests that concepts are characterized by a graded membership, with some examples being more representative of the category than others

III. Amaliy mashg'ulotlari buyicha ko'rsatma va tavsiyalar

Amaliy mashg'ulotlari

Amaliy mashg'ulotlari uchun quyidagi mavzular tavsiya etiladi:
1. Peculiarities of Renaissance linguistics in the Middle Ages.
2. The formation of comparative-historical linguistics and the creation of the comparative-historical method.
3. Special features of the school of "Young Grammarians".
4. The core theories of ancient and classical linguistics.
5. W. von Humboldt. Language is "the expression of the spirit of the people."
6. Special features of A. Schleicher's linguistic concept.
7. Logical-psychological linguistics. Potebnya's linguistic concept
8. Linguistic theories of "Young Grammarians". Kazan and Moscow linguistic schools.
9. Russian linguistics in19th century
10. The teachings of F. de Saussure. The formation of structural schools in 19th-century linguistics.
11. The formation of the Copenhagen structural and Prague functional schools.
12. The concept of conceptual information in cognitive linguistics. The distribution of conceptual information in language units and their study.
13. The problem of language - culture - people in linguistics
14. Lingvopragmatics
15. Types of concepts. Concept structure.

Amaliy mashg'ulotlarni tashkil etish bo'yicha tavsiyalar

Amaliy mashg'ulotlarini tashkil etish yuzasidan kafedra tomonidan ko'rsatma va tavsiyalar ishlab chiqiladi. Unda talabalar asosiy ma'ruza mavzulari bo'yicha olgan bilim va ko'nikmalarini amaliy masalalar, keyslar orqali yanada boyitadilar. Shuningdek, darslik va o'quv qo'llanmalar asosida talabalar bilimlarini mustahkamlashga erishish, tarqatma materiallardan foydalanish, ilmiy maqolalar va tezislarni chop etish orqali talabalar bilimini oshirish, masalalar echish, mavzular bo'yicha taqdimotlar va ko'rgazmali qurollar tayyorlash va boshqalar tavsiya etiladi.

IV. Mustaqil ta'lim va mustaqil ishlar

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

	Mustaqil ta'lim (MT)	
1	Peculiarities of Renaissance linguistics in the Middle Ages.	4 soat
2	The formation of comparative-historical linguistics and the creation of the comparative-historical method.	4 soat
3	Special features of the school of "Young Grammarians".	4 soat
4	The core theories of ancient and classical linguistics.	4 soat
5	W. von Humboldt. Language is "the expression of the spirit of the people."	4 soat
6	Special features of A. Schleicher's linguistic concept.	4 soat
7	Logical-psychological linguistics. Potebnya's linguistic concept	4 soat
8	Linguistic theories of "Young Grammarians". Kazan and Moscow linguistic schools.	4 soat
9	Russian linguistics in19th century	4 soat
10	The teachings of F. de Saussure. The formation of structural schools in 19th-century linguistics.	4 soat
11	The formation of the Copenhagen structural and Prague functional schools.	4 soat
12	The concept of conceptual information in cognitive linguistics. The distribution of conceptual information in language units and their study.	4 soat
13	The problem of language - culture - people in linguistics	4 soat
14	Lingvopragmatics	4 soat
15	Types of concepts. Concept structure.	4 soat
16	Areas of Linguistics and Cultural Studies The role of linguistic and cultural units in text creation Types and forms of linguistic and cultural studies.	4 soat
17	M. Kashgari. Comparative linguistics.	4 soat
18	Por-Royal Grammar.	4 soat

	19	US descriptive linguistics.	4 soat
	20	Ethnolinguistics. Sapir-Whorf.	4 soat
	21	Bilingualism manifestations and issues.	5 soat
	22	Descartes. French rationalism.	5 soat
		Jami:	**90**

3.	**V Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar)**

Fanni o'zlashtirish natijasida talaba:,

- Xorijiy mamlakatlar linguistik nazariyalari fanining tarixi, jamiyatdagi o'rni hamda uning turlari haqida *tasavvur va bilimga ega bo'lishi*;

- Xorijiy mamlakatlar linguistik nazariyalarining asosiy tushuncha va prinsiplari, tarjima turlari va metodlari haqida bilish va ulardan foydalanish *ko'nikmalariga ega bo'lishi*;

- Turli tillardagi xilma-xilliklardan habardor bo'lish va tushunish malakasiga *ega bo'lishi kerak.*

4.	**VI Ta'lim texnologiyalari va metodlari:**

- ma'ruzalar;

- interfaol keys-stadilar;

- seminarlar (matn ustida ishlash, tarjima mashqlari, og'zaki va yozma tarjimalardan foyalanish);

- guruhlarda ishlash;

- taqdimotlarni qilish;

- individual loyihalar;

- jamoa bo'lib ishlash va himoya qilish uchun loyihalar.

5.	**VII Kreditlarni olish uchun talablar:**

Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtirish, tahlil

	natijalarini to‘g‘ri aks ettira olish, tarjima turlaridan to‘g‘ri foydalana olish, o‘rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va joriy, oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo‘yicha yozma ishni topshirish.
6.	**Asosiy adabiyotlar** 1. В. фон Гумбольдт. Избранные труды по языкознанию. М., 1984 г. 2. Ф. Соссюр. Труды по языкознанию. М., 1977 г.. 3. Звегинцев В.А. История языкознания в очерках и изречениях. -М., 1960. **Qo‘shimcha adabiyotlar** 1. Ашурова Д.У. Контрастивная стилистикаю Цель и направление. (на англ.языке)//Қийсий тилшунослик: анъаналар ва истиқбол. Конфренция материаллари. Самарқанд, 2006, 5-6. 2. Зокирова С.М. Контрастив лингвистиканинг назарий асослари. Т.: Фан ва технология нашриёти, 2016. 3. Стернин И.А. Контрастная лингвистика. М.: Восток – Запад, 2006. **Axborot manbaalari** 1. Website dedicated to linguistics: **www.linguist.org** 2. Russkiy filologicheskiy portal**: www.philology.ru** 3. www.natlib.uz 4. www.dissercat.ru 5. www.nauka.ru 6. www.dissorg.com 7. www.uzscience.uz
7.	Fan dasturi Qo‘qon davlat universiteti tomonidan ishlab chiqilgan va universitet Kengashining 2025-yil 29-avgustdagi 1-sonli qarori bilan tasdiqlangan
8.	**Fan/modul uchun ma’sul:** I.A.Ziyayev- xorijiy tillar nazariyasi kafedrasi professori
9.	**Taqrizchilar:** N.I.Toirova - FarDU ingliz tili o’qitish metodikasi

			kafedrasi mudiri, dotsent
	O. Bektoshev	-	QDPI xorijiy tillar nazariyasi kafedrasi dotsenti.