



NATIVE LANGUAGE GRAMMAR AS AN INTELLECTUAL RESOURCE IN LEARNING FOREIGN LANGUAGES

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Abstract: The article compares the cognitive and structural importance of the native language in the acquisition of a foreign language, the basis for analyzing the new language model of grammatical concepts in the native language. The impact of syntactic similarities between the languages being studied (for example, the order of parts of speech) on the speed of acquisition. The importance of the analysis skills of the native language in understanding complex syntactic devices (inversion, relative clauses) is discussed in detail. The author of the article emphasizes that excellent knowledge of the native language is an intellectual resource that helps in logical analysis and faster adaptation in the study of foreign languages.

Keywords: Native language, foreign language, cognitive foundation, structural analysis, positive transfer, syntactic similarity, grammatical model, lexical-semantic field, language adaptation, intellectual resource, inversion, relative clauses.

The process of learning a foreign language does not occur in a vacuum; it is always built on the foundation of the first language (mother tongue) that is present in the mind of the learner, and it is the most important cognitive tool for the language learner. Scientists say that although languages appear different on the surface, they have a common intellectual base (a single essence). All languages have a common cognitive root. The mother tongue is important in learning each language. The stronger and deeper the initial knowledge of the language, the deeper and more stable the foreign language skills that are built on it. Perfect knowledge of the mother tongue gives the learner metalinguistic awareness. That is, he begins to see the language not just as a means of communication, but as a system that needs to be analyzed. Students who have studied their mother tongue in depth develop the following skills:

Phonological intuition - Understanding the power of sounds and accents to change meaning.

Cognitive adaptation - Comparing new rules with old knowledge

Abstract thinking - Seeing language as a system of symbols, not just sounds.

The native language of the student acts as an "intellectual map" for him. In learning foreign languages, the native language is not just a means of communication, but also a cognitive filter for absorbing new knowledge. A deep knowledge of Uzbek grammar is especially important for a student learning languages such as English, German or Russian.

Advantages of knowing Uzbek grammar:

Metalinguistic analysis - The learner views language as a system, not just communication.



Edit errors - A person who can spot a logical error in their own language will also quickly spot an error in a foreign language.

Rapid memory - A new grammatical rule is better stored in long-term memory when it is linked to old knowledge (the native language).

We will analyze the role of the mother tongue in learning a foreign language in more depth, with scientific-theoretical and practical examples. This process is called "Linguistics transfer" in linguistics. In order to understand the lexical aspect through analysis, it is advisable to have a broad understanding of word meanings. From the point of view of lexicology, a word is not just a collection of sounds, it is a material manifestation of a certain concept. This requires the following skills from the learner:

- the conceptual base must be rich. If a student does not deeply feel abstract concepts such as "freedom", "responsibility" or "development" in his native language, he will simply memorize their equivalents in a foreign language, but will not feel them. A person forms a world view in his native language. If a student does not have a rich vocabulary in his native language, he will have difficulty understanding idioms, metaphors and phraseologisms in a foreign language. For example, a person who does not understand the expression *"open-minded"* in his native language will also superficially accept the English concept of *"open-minded"*;

- This issue can be easily solved by deeply understanding the essence of the semantic field. A person with a rich vocabulary in his native language will more quickly notice the subtle differences (nuances) between synonyms and antonyms in a foreign language. A student who feels the multi-meaning of words in his own language will learn to look for meaning in the context, rather than sticking to only the first meaning of a word when comparing it to a foreign language dictionary.

The morphological aspect of each language is the basis of the grammar of that language. To master this section well, it is important to be able to correctly distinguish between word formation and form in the native language. Morphology studies the internal structure of words. This section is the skill of working with the building blocks of the language (morphemes). A learner who knows the morphological rules of his native language well can filter the word-forming elements of the new language through a logical filter. If the learner knows the roots, suffixes and their functions well in his own language, this knowledge will help him "decode" (unicode) the new language. Aspects that need to be known:

- when mastering affixation, a student who understands the system of suffixes in the Uzbek language well will also look for the logic of word formation in non-Turkic languages (for example, prefixes and suffixes in German or English). The Uzbek language is an agglutinative language. If a student understands the function of the suffixes *-chi* (profession), *-lar* (plural), *-miz* (person-number) in the word *"ishchilarmiz"*, he will more easily understand the function of the suffixes *-er* and *-s* in the English word *"workers"*. A student who understands the semantic load of suffixes such as *-chi*



(ishchi), *-dosh* (classmate), *-zor* (flower garden) in the Uzbek language will find their functional analogues without memorizing the suffixes *-er* (teacher), *-ship* (friendship) or *-ness* (happiness) in the English language;

- Understanding the 6 conjugation systems and complex verb tenses in the Uzbek language increases the grammatical intelligence of the student. Conjugations and prepositions: The concepts of *the accusative case (-ni)* or *the declension case (-dan)* in the Uzbek language are the main source of explanation when working with conjugations in Russian or prepositions in English (*of, from, to*);

- A student who can distinguish subtle differences such as the past tense or the goal verb in Uzbek will more quickly grasp the essence of *the Perfect tense group in English (result and duration)*;

- Inability to distinguish the function of categories such as noun, adjective, verb in one's own language when distinguishing the concept of category leads to confusion when constructing sentences in a foreign language. Knowing the rules for converting a noun into an adjective and an adjective into a verb (for example: *beautiful* -> *beautiful*) in one's native language helps to avoid confusing word classes in a foreign language. Understanding concepts such as the impersonal relative clause (*written*), the accusative relative clause (*written*) in Uzbek grammatically serves as a "cognitive bridge" in mastering *Passive Voice* or *Causative form structures in English*.

Grammatical aspects of other languages can be mastered more quickly through structural comparison. Grammar is the skeleton of a language. If a student understands the syntactic relations of a sentence (regulation, coordination, coordination) in his native language, he will acquire the skills to analyze the structure of a foreign language. Syntax is the art of organizing thought. A good understanding of the system of parts of speech (possessor, article, complement, case, determiner) in Uzbek grammar, as well as the system of sentence construction, possession, tense and conjugation in his native language allows him to quickly analyze the grammatical model of a new language. For example:

- if a student understands the order "subject + verb + object" in his own language, he will more easily accept languages with a similar system (for example, English). If he knows that a sentence must have a possessive and a participle, he will look for these points of reference in a foreign language. Knowing the concept of a participle (verb) at the end of a sentence in Uzbek helps in the comparative study of the formula "S + V + O" (possessive + participle + complement) in English. The student will be able to consciously analyze the difference (inversion) between the two languages;

- understanding the function of connectors such as "chunki", "shuning uchun", "agar" in the Uzbek language in the correct syntactic analysis of sentences, understanding the structure of connected, subordinate clauses, and complex clauses allows for the logical construction of complex sentences in a foreign language. The learner can logically connect concepts such as "Inversion" or



"Relative clauses" in a foreign language. Learning a foreign language is about expanding your existing knowledge base. Since Uzbek and English belong to different language families (Uzbek is a Turkic language family, agglutinative; English is an Indo-European language family, inflectional/analytic), there are fundamental differences in their grammatical structure.

The following table systematizes the most basic and frequently encountered differences between these two languages:

Uzbek and English Grammar: A Comparative Analysis

Grammatical category	Uzbek language (Agglutinative)	English (Analytical/Inflectional)
Word order (Syntax)	SOV (Possession + Object + Object). The verb always comes at the end of the sentence.	SVO (Possession + Object + Object). The verb usually comes next to the subject.
Agreement and Proposal	Contractions are expressed through suffixes (for example: <i>to school</i>).	Prepositions are used instead of conjunctions (for example: <i>to school</i>).
Article (Articles)	There is no article system. The meaning is given by the context or the word "one".	"A", "An", "The" are necessary to indicate the definiteness of nouns.
Word formation	By adding successive suffixes to the root (for example: <i>gap-ir-tira-ol-ma-di-m</i>).	more auxiliary words and stem change.
Ownership category	Possession is expressed with suffixes (<i>book-im, book-ing</i>).	Possessive pronouns are used as separate words (<i>my book, your book</i>).
Negative form	"-ma" is added to the verb stem (<i>I didn't go</i>).	"Do not", "Does not", "Did not" are required.
Adjective and Noun	The adjective always comes before the noun and does not agree with it.	The adjective comes before the noun, but can also come after the noun in a predicative function.
Gender	There is no grammatical gender.	In the third person singular (He, She, It), gender is different.

Important aspects in studying these differences:

1. Mental Translation: When speaking English, Uzbek speakers tend to put the verb at the end of the sentence (*"I to school go"*). Understanding **the SVO pattern** in the table will eliminate this mistake.



2. Morphological awareness: Knowing that a single preposition in English (e.g., *of*) can function as multiple conjunctions (e.g., *exit, exit*) in Uzbek makes the translation process easier.
3. The logic of auxiliary verbs: In Uzbek, the negative form is inside the word, while in English it is outside (in the auxiliary verb). This requires special attention from the student when constructing sentences.

Such comparative analyses between the native language and foreign languages completely change the student's attitude to language learning - he begins to understand the language, not just memorize it. A deep understanding of the grammar of his native language is the most reliable way to open up to the world of foreign languages. This approach helps the student memorize the rules and feel the internal logic of the language.

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