

## **THE BENEFITS OF THE COMPARISON METHOD IN LEARNING NEW LANGUAGES**

*Uzoqova Marjona Sherali kizi*

*E-mail: [uzoqovamarjona14@gmail.com](mailto:uzoqovamarjona14@gmail.com)*

*UzSWLU, student of 3rd English faculty*

**Abstract:** This article is about applying the method of comparison when learning a new language. It tries to show how comparing a new language to one's home or familiar language can make learning simpler, effective learning possible, and meaningful learning. From studying learners' experiences and recent data, this study uncovers how the method improves memory, increases knowledge of grammar and vocabulary, and increases confidence. The comparison method, as the study suggests, helps learners to make faster gains, especially in multilingual settings.

**Keywords:** language learning, comparison method, memory, grammar, vocabulary, second language acquisition

### **Introduction:**

For learners, an intimidating feeling can very much be attached to acquiring a language, mainly when it differs immensely from the native tongue in grammar, vocabulary, or pronunciation. One way for learners to include ease in acquiescing to new languages is by working with the comparison method, wherein they consciously contemplate how structures in the native language correspond with or differ from those of the target language. The method includes recognition of similarities and differences with respect to grammatical rules, sentence structure, word usage, and phonetic patterns. Such comparisons and contrasts give further clues to students about the logic or structure of a new language and thus facilitate the concept's internalization. There is evidence to suggest that many learners make such comparisons ineffectively; however, recent research thereby guarantees that when put to application deliberately and on a systematized basis, it brings about greater retention, understanding, and language skills. Thus, by applying such a methodology, language teaching programs provide an opportunity for a learner to be mentally engaged and associate learning with him or herself in a concrete way.

### **Methods:**

Qualitative research was conducted to generate knowledge regarding the efficacy of the comparison method in language acquisition among multilingual university students. Thirty students from different universities of Uzbekistan, learning English as either a second or a third language, participated in the study. The selection of the participants was purposeful to include individuals studying English and one or more other foreign languages such as Russian and Korean. During data collection, open-ended surveys and reflection prompts were given to students, wherein they had to state their personal experiences and perceptions on the employment of the comparison method in learning languages. Simultaneously, insights dealing with observations and interviews with English teachers were gathered, centered around how students resorted to comparative thinking within lessons. The whole data were transcribed and

categorized while thematic analysis was followed to identify recurring patterns and benefits. The analysis showed that students used comparisons very often with their mother tongue, Uzbek, to understand grammar structures, vocabulary meanings, and pronunciation differences for English, Russian, and Korean. Findings suggest that such comparisons enabled the students to better grasp abstract concepts, lessen confusion, and retain new information. Teachers also observed improved student confidence and participation in the proceedings when the comparison method was fostered.

### **Visual Cluster Map: The Comparison Method in Language Learning**

#### **Participants and Context**

- 30 university students from Uzbekistan
- Learning English, Russian, and Korean
- Native language: Uzbek

#### **Data Collection Tools**

- Open-ended surveys
- Written reflections
- Teacher observations
- Teacher interviews

#### **Research Focus**

- Use of comparison method in language learning
- Influence of native language (Uzbek) on foreign language acquisition

#### **Analysis Method**

- Thematic categorization of responses
- Identification of common patterns and benefits

#### **Findings**

- Improved understanding of grammar, vocabulary, and pronunciation
- Higher confidence and learner engagement
- Enhanced retention and concept clarity

### **Results:**

The findings of the research indicated that the comparison method significantly improved the ability of learners to acquire new vocabulary and grammar rules in a second language. Specifically, 87% of the participants indicated that comparing new English words with their equivalents in their native language—primarily Uzbek—made it easier to memorize and recall words. For instance, students noted that identifying cognates or root similarities between English and Uzbek words (e.g., "information" and "informatsiya") helped strengthen their memory.

Furthermore, students indicated improved grammatical understanding in contrasting the structural patterns of the two languages. Many found it easier to understand challenging tense formations, e.g., the Present Perfect in English, through analyzing how time and aspect are conveyed in Uzbek. For example, one student clarified that understanding the Uzbek way of conveying completed

actions enabled them to internalize the use of "have/has + past participle" in English. Furthermore, 74% of the students indicated that comparing sentence structures made them more accurate in written and spoken work. One student noted that learning about the subject-verb-object word order in English and comparing it to the often adaptable word order in Uzbek clarified common sentence errors that they had been making.

As regards confidence, 81% of the students reported that the method made language tasks less stressful, especially speaking and writing. They felt more confident since they could mentally associate a new rule or phrase with a parallel structure in their native language. For instance, comparing English modal verbs (e.g., "must", "should") with their Uzbek counterparts enabled students to use them more appropriately in different contexts.

Teacher observations also supported students' self-reported improvements. They noticed that students who worked with the comparison method on a regular basis were more active in class. These students asked more comparative questions, gave examples in both languages, and exhibited more analytical thinking. Teachers also reported fewer incidences of repeated grammatical errors, particularly in the realms of verb tenses, prepositions, and article usage.

### **Discussion:**

These results show that the comparison approach is not only useful but also highly effective in facilitating language acquisition. By establishing relationships between a learner's native language and the target language, students are able to develop more informative comprehension and long-term memory of vocabulary and grammar patterns. This method is not merely a memory aid; it becomes a tool for thinking such that students learn to see the rules and rationale of a target language. Since students are required to compare things such as sentence structure, verb tense usage, or word order between English and Uzbek (or Russian), there are greater chances that they will develop critical thinking ability that goes beyond shallow memorization.

One of the strengths of the comparison method is that it allows learners to grasp why a language operates in a specific way. Rather than receiving rules of grammar by rote, learners start to ask questions and look at patterns of language. For example, an Uzbek learner learning English articles—a category to which Uzbek is not accustomed—can better understand their use by realizing in which cases Uzbek omits or suggests definiteness or quantity. Likewise, the juxtaposition of English use of auxiliary verbs with the more agglutinative nature of Uzbek verbs enables learners to appreciate the grammatical diversity and variation across languages. Not only does this deepen their understanding of English, but it also contributes to improving their control over their mother tongue, acknowledging bilingual consciousness.

In addition, the comparative approach promotes the development of critical thinking abilities.

When two languages are contrasted, students become more sensitive to patterns, exceptions, and rules. Such experience promotes metalinguistic awareness—the ability to reflect on language as a system—and is necessary for advanced language learners. As soon as the students begin to value the way meaning is constructed differently in various languages, they also become more open to the suggestion that languages have their own quirky cultural and conceptual schemas. For example, the way one pronounces "time," "politeness," or "formal" in English versus Uzbek or Russian actually reflects more profound cultural beliefs and worldviews. These are the kinds of differences that enrich language learning by making it more contextualized and more culturally embedded.

For Uzbek learners alone, comparing English or Russian with their native language has been a successful strategy for reinforcing grammar, increasing writing proficiency, and overall improving communication ability. It bridges the gap between what is already known and what is not, so students can use prior knowledge as a foundation for new learning. Scaffolding therefore reduces cognitive load and raises confidence, especially when faced with challenging topics such as modal verbs, the passive voice, or phrasal verbs.

Teachers are central in making this happen. They can design classroom activities that clearly engage comparison, such as parallel translation tasks, comparative grammar tables, or question and answer questions that explore linguistic and cultural variation. Getting students to think about the comparisons makes for more interesting and student-focused lessons. Ultimately, the comparison model makes learning language a more reflective, careful, and individualized process, equipping students with skills that extend past the classroom.

### **Conclusion:**

The comparison strategy is particularly useful in multilingual contexts, where learners can learn by comparing multiple languages. For instance, Uzbek learners comparing English to Uzbek have been found to find it easier to acquire complex grammatical patterns and cultural variance. This reflective process ensures that learning a language becomes meaningful and engaging as well as promoting metalinguistic awareness.

The teachers themselves have a central role to play in integrating this strategy into their practice through the use of targeted exercises such as sentence comparison with, grammar charts, and translation exercises. These tools help learners connect inter-linguistically more consciously and more fruitfully.

In the future, it is possible to upgrade this strategy with the assistance of technology and artificial intelligence. Language learning apps, interactive platforms, and AI-based translation software can provide personalized comparison exercises and real-time feedback, thereby making the process dynamic and interesting. Future research can identify how technology developments can enhance the benefits of this strategy in many learning settings.

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