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A COMPARATIVE ANALYSIS OF VERB CATEGORIES IN KAZAKH AND UZBEK LANGUAGES AND THEIR SIGNIFICANCE IN THE EDUCATION SYSTEM

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Abstract: This article examines the verb categories of the Kazakh and Uzbek languages from a comparative-linguistic perspective. In particular, it discusses the grammatical features of tense, mood, voice, person and number, and affirmative and negative forms in the two languages. It also explains the significance of studying verb categories comparatively in the modern education system in connection with the objectives set out in the Development Strategy of New Uzbekistan for 2022–2026, including improving the quality of education, developing human capital, and ensuring spiritual progress.

Keywords: Kazakh language, Uzbek language, verb, grammatical category, tense, mood, voice, comparative analysis, language education, Development Strategy.

Introduction: In the context of today's globalisation, the comparative study of languages and the identification of common and distinctive features in their grammatical systems are among the important tasks of linguistics. The comparative study of Kazakh and Uzbek, which share common historical roots, is of considerable theoretical and practical importance. Both languages belong to the Turkic language family and share many features in their phonetic, lexical, and grammatical systems.

The verb occupies a special place in the grammatical structure of a language. It is an independent part of speech that expresses an action, state, process, or activity and forms the main semantic centre of a sentence. Through the categories of tense, mood, voice, person and number, and affirmation and negation, a verb conveys when an action takes place, who performs it, and how it relates to reality.

The relevance of this topic is also connected with the objectives set out in the Development Strategy of New Uzbekistan for 2022–2026, approved by Presidential Decree No. PF-60 of 28 January 2022. The Strategy identifies the development of human capital, improvement of the quality of education, and the advancement of science and spiritual development as important priorities. From this perspective, the comparative study of related languages, the improvement of language-teaching methods, and the development of students' linguistic competence are of great importance.

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The aim of this study is to compare the grammatical features of verb categories in Kazakh and Uzbek, identify their similarities and differences, and demonstrate the significance of this research for the education system.

Kazakh and Uzbek are agglutinative languages. In both languages, grammatical meanings are expressed mainly by adding various suffixes to a word stem. This feature is also clearly reflected in the formation of verb categories.

One of the important grammatical categories of the verb is tense. Tense indicates when an action takes place in relation to the moment of speech. Kazakh and Uzbek both have past, present, and future tense forms. For example, the Kazakh sentence “Мен кітап оқыдым” corresponds to “Men kitob o‘qidim” in Uzbek. In both examples, the action is understood to have taken place in the past. In the present tense, Kazakh uses “Мен кітап оқып отырмын”, while Uzbek uses “Men kitob o‘qiyapman”. For the future, the forms “Мен ертең келемін” in Kazakh and “Men ertaga kelaman” in Uzbek are used.

The category of mood expresses the speaker’s attitude towards an action. Kazakh distinguishes indicative, imperative, conditional, and optative moods. Uzbek also has mood forms that express meanings such as indicative, imperative-desiderative, conditional, and purposive. For example: Kazakh “Кітапты оқы!” and Uzbek “Kitobni o‘qi!”; Kazakh “Егер сен оқысаң, білімді боласың” and Uzbek “Agar sen o‘qisang, bilimli bo‘lasan”. These examples show that in both languages, imperative and conditional meanings are expressed through specific grammatical forms.

Verb Voice The category of voice indicates the relationship between the performer of an action and its object. Kazakh has active, reflexive, causative, passive, and reciprocal voices. Uzbek also distinguishes active, reflexive, causative, passive, and reciprocal voices. For example: Kazakh “Оқушы кітап оқыды” and Uzbek “O‘quvchi kitob o‘qidi”; Kazakh “Бала жуын-ды” and Uzbek “Bola yuvindi”; Kazakh “Хат жазылды” and Uzbek “Xat yozildi”. These examples demonstrate the close relationship between the grammatical systems of the two languages in the category of voice.

The category of person and number indicates who performs an action. In Kazakh, the forms “Мен оқимын”, “Сен оқисың”, and “Ол оқиды” are used. Their Uzbek equivalents are “Men o‘qiyman”, “Sen o‘qiysan”, and “U o‘qiydi”. This demonstrates the similarity between person-and-number markers in the two languages.

The category of affirmation and negation indicates whether an action is performed or not. In Kazakh, negation is formed with the suffixes -ма/-ме, -ба/-бе, and -па/-пе. In Uzbek, the suffix -ma is mainly used. For example, Kazakh has “оқыды – оқымады”, while Uzbek has “o‘qidi – o‘qimadi”. In both languages, negation is formed by adding a specific suffix to the verb stem.

The Development Strategy and Its Connection with the Education System: One important aspect of the comparative study of verb categories is its connection with the education system. The Development Strategy of New Uzbekistan for 2022–2026 places particular emphasis on developing human capital and improving the quality of education. Its fourth priority area covers the

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implementation of fair social policy and the development of human capital, while the fifth priority area focuses on ensuring spiritual progress.

Language education and contemporary philological research play an important role in achieving these objectives. The comparative study of Kazakh and Uzbek helps students consolidate their grammatical knowledge, analyse linguistic phenomena independently, and develop their ability to think scientifically.

At higher education institutions, the study of verb tense can involve comparing examples from the two languages, preparing grammatical tables, using electronic learning materials, and organising independent analytical tasks. This approach makes it possible to connect students' theoretical knowledge with practical skills.

The study of verb categories in Kazakh and Uzbek is also important in translation studies. Understanding the similarities and differences between grammatical forms in the two languages helps preserve semantic and stylistic equivalence in translation. This, in turn, contributes to strengthening scientific, literary, and cultural relations between the two peoples.

Conclusion: In conclusion, the comparative study of verb categories in Kazakh and Uzbek is one of the important research areas in Turkic linguistics. The analysis shows that the categories of tense, mood, voice, person and number, and affirmation and negation in the two languages share common grammatical foundations. At the same time, certain distinctive features can be observed in their formation and use.

The significance of this research for the education system lies in its contribution to deepening students' linguistic knowledge, developing comparative-analysis skills, and increasing their interest in studying related languages. The topic is consistent with the objectives of the Development Strategy of New Uzbekistan concerning the development of human capital, improvement of education quality, and promotion of spiritual progress. Therefore, the comparative study of verb categories in Kazakh and Uzbek is of considerable academic importance for theoretical linguistics, modern education, and the development of cultural cooperation.

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