



**“FILOLOGIK KOMPARATIVISTIKA VA
TARJIMASHUNOSLIK MASALALARI”**
mavzusidagi xalqaro ilmiy-amaliy konferensiya
2025-yil, 12-13-noyabr

**“PROBLEMS OF COMPARATIVE
PHILOLOGY AND TRANSLATION
STUDIES”**
international scientific and practical conference
November 12-13, 2025



O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI

ALISHER NAVOIY NOMIDAGI
TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI
UNIVERSITETI

TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI

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THE MINISTRY OF HIGHER EDUCATION, SCIENCE AND
INNOVATIONS OF THE REPUBLIC OF UZBEKISTAN

ALISHER NAVO’I TASHKENT STATE UNIVERSITY
OF UZBEK LANGUAGE AND LITERATURE

THE DEPARTMENT OF “TRANSLATION THEORY AND PRACTICE”

Proceedings of the International Scientific and Practical Conference titled

**“PROBLEMS OF COMPARATIVE PHILOLOGY
AND TRANSLATION STUDIES”**

November 12-13, 2025

Tashkent – 2025

UO‘K 845.711.05

KBK 133.585.3 “Filologik komparativistika va tarjimashunoslik masalalari” mavzusidagi xalqaro ilmiy-amaliy konferensiya to‘plami. – Toshkent, 2025. – 889 b.

ISBN 978-9910-8871-6-1

Mas’ul muharrir:
Shuhrat SIROJIDDINOV
akademik

Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti rektori

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Mazkur xalqaro konferensiya materiali filologik komparativistika va tarjimashunoslikning dolzarb nazariy hamda amaliy masalalarini zamonaviy ilmiy yondashuvlar asosida yoritishga bag‘ishlanadi. To‘plamda turli milliy adabiyotlar, tillar va madaniyatlar o‘rtasidagi o‘zaro ta’sir, adabiyotlararo aloqalar, qiyosiy-tipologik va qiyosiy-genetik tadqiqotlar, badiiy va maxsus matnlarni tarjima qilish muammolari, tarjima strategiyalari va ekvivalentlik masalalari tahlil qilinadi. Shuningdek, konferensiya materiallarida tarjima nazariyasining zamonaviy konsepsiyalari, tarjimon kompetensiyasini shakllantirish, tarjimoni o‘qitish metodikasi, madaniyatlararo kommunikatsiya hamda globallashuv sharoitida tarjimaning ijtimoiy-madaniy ahamiyati kabi masalalar keng yoritiladi. Ilmiy maqolalar filologik komparativistika va tarjimashunoslik sohalarida faoliyat yuritayotgan olimlar, tadqiqotchilar, doktorantlar, magistrantlar hamda talabalar uchun mo‘ljallangan bo‘lib, fanlararo integratsiyani kuchaytirishga hamda nazariya va amaliyot uyg‘unligini ta’minlashga xizmat qiladi.

Mualliflar qarashi va asarlar nomlaridagi imlo tahririyat nuqtayi nazaridan farqlanishi mumkin.

To‘plam Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti Ilmiy-texnik kengashining 2025-yil 17-dekabrda 6-sonli yig‘ilish qaroriga asosan nashrga tavsiya etilgan.

UO‘K 845.711.05

KBK 133.585.3 Proceedings of the International Scientific-Practical Conference on the topic
“Problems of comparative philology and translation studies”. – Tashkent, 2025. – 889 p.

ISBN 978-9910-8871-6-1

Editor-in-Chief:

Shuhrat SIROJIDDINOV

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Rector of Alisher Navo'i Tashkent State University of Uzbek Language and Literature

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This international conference articles are dedicated to illuminating the current theoretical and practical issues in philological comparativistics and translation studies based on the modern scientific approaches. The collection analyzes of mutual influences between different national literatures, languages and cultures; interliterary connections; comparative-typological and comparative-genetic studies; the issues of translating literary and specialized texts; translation strategies and problems of equivalence. Furthermore, the conference materials extensively cover the topics such as: contemporary concepts in translation theory, the formation of a translator competence, methodologies for teaching translation, intercultural communication and socio-cultural significance of translation in the context of globalization. The given scientific articles are intended to scientists, researchers, doctoral students, master’s students and undergraduate students who actively working in the fields of philological comparativistics and translation studies and they serve to strengthen interdisciplinary integration as well as to ensure the harmony between theory and practice.

The views expressed in the articles do not necessarily reflect those of the editorial board.

The publication was recommended by the Scientific and Technical Council of Alisher Navo'i Tashkent State University of Uzbek Language and Literature on December 17, 2025.

COMPARATIVE-METHODOLOGY AND TYPOLOGY IN LANGUAGE AND LITERATURE EDUCATION

*Madinabonu Ollaberganova,
ToshDO‘TAU stajyor-o‘qituvchi*

Abstract. This paper examines how comparative methodology and typological analysis contribute to more effective language and literature education. Comparative methodology enables teachers and researchers to evaluate instructional approaches across different linguistic and cultural contexts, while typology provides a structured way to classify languages, literary traditions, and pedagogical methods. By integrating both lenses, educators can design instruction that is context-sensitive, theoretically grounded, and productive for learners. The study highlights key typological approaches, proposes a functional classification of teaching methods, and outlines implications for curriculum design and teacher training.

Keywords: *comparative methodology; typology; language education; literature education; pedagogy; intercultural competence.*

Annotatsiya. Ushbu maqolada til va adabiyot ta’limida komparativ metodologiya hamda tipologik tahlilning o‘rni yoritiladi. Komparativ metodologiya turli tillar va madaniy kontekstlardagi o‘qitish yondashuvlarini solishtirish imkonini beradi, tipologiya esa tillar, adabiy janrlar hamda pedagogik metodlarni umumiy belgilariga ko‘ra tasniflaydi. Ushbu ikki yondashuvni integratsiya qilish o‘qituvchilarga kontekstga mos, ilmiy asoslangan va samarali ta’lim jarayonini loyihalash imkonini beradi. Maqolada asosiy tipologik yondashuvlar, ta’lim metodlarining funksional tasnifi hamda o‘quv dasturlari va o‘qituvchi tayyorlash uchun amaliy tavsiyalar bayon etiladi.

Kalit so‘zlar: *komparativ metodologiya; tipologiya; til ta’limi; adabiyot ta’limi; pedagogika; madaniyatlararo kompetensiya.*

In the fields of language and literature education, educators face the dual challenges of selecting appropriate teaching methods and adapting them to the diverse typologies of language systems, learner profiles and cultural contexts. The concept of comparative methodology entails systematically comparing different methods or educational systems to identify strengths, weaknesses and contextual fit. Meanwhile, typology refers to the classification of phenomena (languages, literatures, methods) into types according to shared features or patterns. When applied together, comparative methodology and typology enable educators to adopt a structured, reflective approach: one compares educational methods across contexts, classifies them by type, and then selects or adapts them for the specific language/literature teaching context.

Comparative typology is described as a branch of general linguistics which investigates structural similarities and differences among languages in a way that leads to typological classification. Through comparing languages it identifies universal patterns, frequent features, and unique structures. In an educational context, typology may extend beyond language systems to include teaching methods (types of method), literature (genres or typologies of texts), and learners (profiles or typologies of learners).

Methodology in teaching refers to the systematic strategy, approach or set of procedures employed in instruction. A comparative methodology in language/literature education implies comparing teaching methods (e.g., grammar-translation, communicative, task-based) to evaluate which methods are more effective under certain typological conditions (learner type, language system, cultural settings).

Drawing on the foregoing, we propose a typology of educational methods in language and literature teaching, with comparative methodology used to classify and contrast them.

Type 1: Traditional/Structural Methods – These methods emphasise the formal system of language (grammar, translation, drills) and standard literary analysis (textual explication, close reading). They are typified by teacher-centred instruction and a focus on correctness.

Type 2: Communicative/Functional Methods – Here the emphasis shifts to language use in context, interaction, functional competence, and literature as communicative act.

Type 3: Task-Based / Learner-Centred Methods – Instruction is organised around meaningful tasks, project work, learner autonomy and reflection.

Type 4: Comparative/Intercultural Methods – This type explicitly uses comparative methodology: comparing languages, comparing literary traditions, and fostering typological awareness.

Comparative typology contributes to language and literature education in several concrete ways:

- Identifying learner typologies: learners whose native language has typological features very different from the target language might require more explicit comparative instruction.

- Designing curricula and syllabi: By classifying methods and materials into typologies, curriculum designers can match method type to learner typology and language system.

- Enhancing teacher training: Educators trained in comparative methodology can better evaluate method effectiveness and adapt materials.

- Promoting intercultural competence: A comparative/intercultural method type uses typology to compare literature from different traditions.

- Facilitating research and evaluation: Comparative typology provides a framework for research into method effectiveness across typologies.

For contexts where learners’ native language is typologically distant from the target language, adopt comparative/intercultural and communicative methods rather than relying solely on traditional methods. Teacher training programmes should include modules on comparative methodology and typological awareness. Literature courses should include comparative literary texts and tasks that explicitly ask students to compare typologies of narrative, genre, and cultural context. Curriculum planners should map out which method typology suits their specific educational context and learner profile.

In the realm of language and literature education, combining comparative methodology and typology delivers a powerful framework: it allows educators to systematically compare methods, classify them into types, and make research-based, context-sensitive decisions. This framework aligns method choice with learner typology, language system typology and cultural/educational context typology. Further empirical research is recommended to test method effectiveness across typological categories of learners and languages, and to refine the proposed typology of educational methods. Embracing comparative-typological thinking can improve pedagogical designs, teacher competence and educational outcomes in multilingual, multicultural contexts.

Conclusion. The integration of comparative methodology and typology offers a strong basis for improving language and literature teaching. It supports informed method selection, intercultural awareness, and effective curriculum development. Further research should examine method effectiveness across typological learner categories.

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