

## DIFFERENCES AND SIMILARITIES BETWEEN KOREAN AND UZBEK SUFFIXES

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In today's globalization process, the comparative study of different languages is considered one of the important directions of linguistics. Especially, studying languages that are structurally similar but belong to different language families is of great scientific importance. The Uzbek language belongs to the Turkic language family, while the Korean language is considered an independent language. Nevertheless, both languages have an agglutinative nature, which is clearly reflected in their grammatical systems.

The relevance of this research lies in identifying the similarities and differences between the suffix systems of Korean and Uzbek languages through comparative analysis, thereby facilitating the language learning process and enriching linguistic knowledge.

The aim of the study is to determine the functional and structural features of suffixes in Korean and Uzbek languages and to analyze them comparatively.

### **Research questions:**

What functions do suffixes perform in Korean and Uzbek languages?

What are their similarities and differences?

How is agglutination manifested in these languages?

In this study, the comparative-analytical method was used as the main approach. Grammatical materials related to Korean and Uzbek languages were studied, and their suffix systems were compared.

The following methods were used during the research:

Comparative method — to compare the grammars of the two languages

Analytical method — to determine the functions of suffixes

Descriptive method — to describe the existing linguistic situation

As research material, examples from Korean and Uzbek languages, grammatical manuals, and educational resources were used. In particular, verb suffixes, possessive forms, and case suffixes were analyzed with special attention.

The research results showed that there are the following similarities between Korean and Uzbek languages:

First, both languages are agglutinative, and grammatical meanings are expressed through the sequential addition of suffixes.

For example:

Uzbek: kitoblarimda

Korean: 책들에서

Second, the sentence structure is similar — subject + object + predicate order is maintained.

Third, the category of tense in both languages is expressed through verb suffixes:

Uzbek: keldi

Korean: 갔다

At the same time, the following differences were identified:

In Korean, grammatical relations are often expressed through particles (을/를, 이/가), whereas in Uzbek they are expressed through suffixes.

In Uzbek, possession is expressed with suffixes (kitobim), while in Korean it is expressed with separate words (내 책).

In Korean, the honorific system is highly developed and expressed through verb suffixes.

The obtained results show that the similarities between Korean and Uzbek languages mainly stem from their agglutinative structure. This feature creates a certain ease for learners of both languages, as the suffix systems function in a logically similar way.

However, the differences are also significant. In particular, the particle system and honorific category in Korean differ considerably from Uzbek. This requires additional attention when learning Korean.

Previous linguistic studies also confirm that there are structural similarities among agglutinative languages. However, this research demonstrates the practical manifestation of these similarities using the example of Korean and Uzbek languages.

The results indicate that the comparative study of the two languages plays an important role in developing language teaching methodology, translation processes, and linguistic research.

#### Conclusion

As a result of this study, it was found that there are significant similarities and differences between the suffix systems of Korean and Uzbek languages. Both languages are agglutinative, and grammatical meaning is expressed through suffixes.

At the same time, the development of the particle system and honorific category in Korean distinguishes it from Uzbek. In Uzbek, possession and case are more often expressed through internal morphological means.

In the future, it is important to study this topic more deeply, especially to apply it in practical language teaching processes.

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