

## **THE COMPARATIVE CHARACTERISTICS OF PERSIAN AND KAZAKH LANGUAGES**

The Persian language is related to the Indo-European family of languages. The Persian language had been the most important heritage in the period of middle century of Persian literature and Renaissance. Nowadays, there are a lot of people who speak Persian language. The number of speakers who speak Persian language is over 65 million in Iran (about 90%), over 7 million in Tajikistan, and 34 million people speak in Dari language that is the variant of this Persian language in Afghanistan, 2 million people speak in Pakistan. The Diaspora use the Persian language in USA, Great Britain, Germany and Russia. In common, 61 million people consider Persian language as the first language, 62 million people consider Persian language as the second language. We cannot say that the literary Persian language is used everywhere, the dialectic peculiarities of Persian language have been formed in each territory.

The social linguistic condition of Persian language is characterized as below:

- The literary Persian language has large differences from the classical Persian language as phonetics (especially, according to the vowels), morphology, syntax and lexis.
- Present literary Persian language is the language of educational system and official language of Iran. But, Persian dialects are a lot, therefore, there is a bilingual characteristics in groups mastering the language of Persian intelligence fluently, they use combination of dialectic peculiarities and literary Persian language. There are also, Iran dialects as Mazenderan, Gillian and Turkic dialects as Azerbaijan, Turkmen, Kashkai.
- The literary Persian language is considered as *linguofranc*.
- The Arabic language is considered as the mandatory language in secondary educational system in spite of Persian language is the state language, that is why it influences on Persian language a lot.
- The concrete differences are shown and observed between the dialects of Persian language because of linguistic and extra linguistic factors. This begins in speech language, and it is shown in the structure of phraseological units and style of written texts. These differences are taking most important characteristics by the opinions of Persian language researchers. There are

known three state languages among the territories of Iran, Afghanistan and Tajikistan, they are: Persian, Dari and Tajik languages.

The Persian lexis – is the most important in linguistic materials. The lexis of Persian language has a long history. After the Arab conquer most words entered the Persian language. The lexis of Iran and Arab comprises the main vocabulary. The Persian language has borrowings except Arabic language as Turk - Mongol, west European, Russian, Greece, Hindi languages. Most words entered from Arabic language. (For example: كتاب [кетаб] book, مسجد [мәсджед] mosque, سورة [cype] sure Arabic language, سماور [сэмавәр] samaurin, بشكه [бошке] Russian language, ياساول [йасавол] күзет монғол тілінен, فيلسوف [филсуф] philosopher کچیکچی [кечекчи] Turkish language, کنفرانس [конфорэнс] конференция conference, رژیم [режим] режим француз тілінен French language, کمپیتور [компитур] computer English language, فلفل [фэлфэл] sanscrit and etc.).

The words in languages have two sides:

- a) the formative side of the word (the sound shape of words in oral speech);
- b) the meaning of the words [2].

We can see following similar relations comparing the lexical system of Persian and Kazakh languages:

1. Even, both of Kazakh and Persian languages relate to two different linguistic groups, there are words that coincide with each other by speech and meaning. These words relate to them. For example: [булбул], «бұлбұл» (nightingale), [гол] «гүл» (flower), [тути] «тоты» (bird), [нон] «нан» (bread), [алефбо] «әліппе» (alphabet), [пок] «пәк» (clean) and other words from Persian language entered Kazakh language. However, while speaking these words, there is a slight difference in speech. This difficulty must be eliminated in doing phonetic exercises, there must be paid attention to saying in Persian language. But, there is no difficulty to learn the meaning of this word. The number of words that came from Persian language is more than 3 thousand in Kazakh language.

2. For the second group the words that do not have coincidence from meaning, but are similar to the sound. For example: the word «water» in Persian language means «direction», this word means the simple «stone» meets on the earth in Kazakh language [3]. The word [табан] taban in Persian language means the «light» in Persian language, and this word in Kazakh language is one of the limb of the body. There are not so many words as this one. However, while using the words that are similar by sound, but different in meaning students would come to interference. That is to say, that student comes across the word [cy] water or hears it, he thinks «the water» that is used in daily life. This kind of situation arises difficulties for the students to learn the language and brings to ineffective influence. Therefore, in the first stage the teacher works specially in order to stop the interference, must work specially considering the interference of native language in the process of lesson. The words related to this group arise difficulty to Kazakh students that are learning Persian language. V.V. Akulenko calls these word combinations as «false friends of the translator» [4].

3. If there is no similarity in sounding, and the similar words that have half similarity in meanings, that is to say, that some meanings of the words in two language, their meaning would be different. These words can be divided into two:

a) the meaning of the word of Persian language is wider than the meaning of the word of Kazakh language. For example: [шир] «арыстан» tiger, «сүт» milk, «кран», [шанэ] «тарак» comb, «иық» shoulder, [пәрдохтан] «төлеу» to pay, «орау» to cover, [курси] «орындық» chair, «кафедра» department.

For example: students know in the initial stage only the meaning lion («арыстан») of the word [шир] in the sentence [мән шир хурдәм], if they do not know the other meanings, he translates it as I ate a lion («мен арыстан жедім»). This word, also, has the meanings such as, «сүт» milk, «кран» crane. It can be true that if it was translated as I drank milk («мен сүт іштім»). Therefore in initial stage the teacher should teach the usage of them in the sentence according to their meaning and the meanings of the words to the students.

b) the meaning of the word of Persian language is not wider than the meaning of the word of Kazakh language. For example: [зиба], [қәшәнг], [mah], [хошгәл] «әдемі» beautiful, [ханэ], [мәнзел] «үй» house, [доктор] doctor, [тәбиб], [пәзәшк] дәрігер, [бәччә], [тәфл], [пәсәр], [кудәк] «бала» child, [хилигәр], [һоққә], [кәләк], [хәйле], [һоқәбаз] «қу» sly and other words as these.

The students use all meanings of the words according to these words in their native language that their meaning is not wider of the words of Kazakh language in Persian language as [хатернак], [пор хатәр], [вәһшәтнәк], [һолнәк] «қорқынышты» terrible [5].

4. The sounding of the words in two languages is not similar to each other, their meanings coincide to each other. For example: [данешгаһ] «университет» university, [данешджу] «студент» student, [истгаһ] «аялдама» bus-stop, [кәтаб форуши] «кітапхана» library, [форушәндә] «сатушы» seller, [нәвисәнде] «жазушы» writer, [амузгәр] «оқытушы» teacher and other words.

According to this, while comparing the words of Persian and Kazakh languages, they are divided into these types:

a) Persian language: жалаң сөз, Kazakh language: жалаң сөз, for example, карханэ «завод» factory, кармәнд «жұмысшы» worker, боғбан «бақташы», дәсткеш «қолғап» and etc.

b) Persian language: жалаң сөз, Kazakh language: two or word combination (екі немесе сөз тіркесі), for example, форузән «сөнбейтін жарық» the light, сәдж «жүз жылдық» centenary and etc.

c) Persian language: word combination (сөз тіркесі), Kazakh language: жалаң сөз, for example: [һәм шәһри] «жерлес» countryman, [рәфт-о омәд] «қатынас» relation, [гиро-гир] «төбелес» fight, [чәһар пайе] «орындық» chair, [отеш зәбон] «шешен» rhetorician and etc. When students speak this kind of meaning, rely on the peculiarity of their native language and try to use the word in Persian language.

So, as a result of comparing the lexical system of two languages, by defining the differences between Persian language and the native language of students we pay attention to the effective and ineffective influence of mastering Persian words

of Kazakh students. In the initial stage of teaching the habits of native language would be privileged, so it has an effective and ineffective influence on mastering the foreign language, and by knowing the similarities and differences of the words in two language the ways of eliminating the negative effect /interference/ of native language to foreign language. It can be suitable by improving the speaking experience of students in foreign language. Therefore it is important to define the difficulty level of them by grouping the vocabulary of Persian language from methodical point.

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