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### ABSTRACT

This article examines the representation of conditional relations in contemporary Uzbek and English. By comparing the structural, semantic, and pragmatic aspects of conditional constructions, the study highlights linguistic and cultural differences and similarities in both languages. It also addresses translation problems that arise when transferring conditional meanings across languages, particularly in literary contexts. Functional grammar, contrastive linguistics, and corpus-based analysis are used to support the study. The findings suggest that conditionals in Uzbek provide greater syntactic flexibility, while English has stricter structural constraints. The study suggests strategies for effective translation and pedagogical use of conditional forms.

**Keywords:** Conditional sentences, Uzbek language, English language, If-clauses, Grammar comparison, Real and unreal conditions, Language learning, Literary examples, Translation issues, Sentence structure.

### INTRODUCTION

Conditional relations are central to the linguistic representation of hypothetical, causal, and temporal relationships. They function across a wide spectrum of communication contexts, especially in narrative and fictional genres, where they serve to reflect mental states, intentions, imagined outcomes, and alternative realities. This paper seeks to explore how conditional constructions function in modern Uzbek and English, focusing on their grammatical structure, semantic properties, stylistic roles in fiction, and translational equivalence.

The significance of studying conditional expressions across languages lies in their ability to bridge linguistic systems and enrich the understanding of cultural conceptualizations of causality and possibility. Modern Uzbek, a Turkic language, and English, a Germanic language, offer diverse typological patterns in conditional expression. Their comparison yields insights valuable for linguistic theory, language teaching, and literary translation [1].

Theoretical Framework: Definition and Typology of Conditional Sentences  
Conditional sentences express dependency between two clauses: a protasis (condition) and an apodosis (result). They are categorized into factual, hypothetical, counterfactual, and concessive conditionals.

In English, conditional types include: 1. Zero conditional (universal truths) For example: If water boils, it evaporates (Agar suv qaynasa, u bug‘lanadi).

(There is a zero conditional. This sentence expresses a state of affairs relative to a truth or a law of nature.

1. This statement refers to a true, permanent, and unchanging situation.
  - a) Every time water boils, it will evaporate. This is a law of nature and is always true.
  - b) The Uzbek form is used in the same way: “Agar”+verb +“u”+verb [2].

## 2. First conditional (real future):

For example: If he comes, we will talk (Agar u kelsa, biz gaplashamiz).

(The first conditional is a conditional sentence. It expresses a possible future event and its outcome.

The sentence is based on a real and possible future situation.

- a. “If he comes” – meaning there is a possibility that he will come. "We will talk" - if he comes, this action will be performed..
- b. In English, if + present tense (comes) is used, but the result is expressed in future tense (will talk). In Uzbek, the conditional suffix -sa (if it comes) is used to express the condition, and the result is expressed with "we will talk." This type of sentence is often used in plans, agreements, contracts, or in ordinary conversation. [3].

## 3. Second conditional (unreal present):

- a) For example: If I were rich, I would travel (If I were rich (or: if I were rich), I would travel). (Second conditional. It expresses a false or imaginary situation in the present tense. This sentence expresses an imaginary condition that is contrary to the real situation.

As the saying goes, I'm not really rich, but if I were, I would travel. In English, the form is "if + past simple" (If I were rich) and the result is "would + infinitive" (I would travel).

In Uzbek, this conditional is expressed as the verb + -di/-r. This sentence is used to express a wish, desire, dream, or regret. [4].

#### 4. Third conditional (unreal past):

For example:

If he had known, he would have acted (Agar u bilganida, harakat qilgan bo'lardi).

(third conditional. It talks about a situation that did not happen in the past and its possible outcome. a) This sentence is used to express regret, delay, or an evaluation of a past event.

b) He didn't know → so he didn't act.

c) If he had known (but didn't), he would have done something.

If + past perfect (had known) – condition (past event)

would have + past participle (would have acted) – result (something that could have happened but didn't happen, this type of sentence is more often used to express late actions, regret, or an alternative history)) [5].

#### 5. Mixed conditionals:

For example: If he had studied, he would be working now (Agar u o'qiganida, hozir ishlayotgan bo'lardi).

(mixed conditional, which expresses the effect of an action that did not happen in the past on the present.

a) In this sentence, he did not study in the past (condition),

b) Therefore, he is not working now (result).

That is: "If he had studied in the past, he would have had a good job now." English structure: Condition (past tense): If he had studied (Past Perfect)

Result (present tense): he would be working now (would + be + V-ing)

Expressing regret: to show that a past mistake has led to a situation where the situation is not better now: “If I had attended that course, I would have been able to speak English fluently now.”

In Uzbek, conditionals are signaled through particles like «agar», «bo’lsa,» and verb moods, showing similar distinctions:

- ☐ Real: If he had come, we would wait.
- ☐ Unreal: If he had known, it would not have happened.
- ☐ Imperative/optative: If he had come!

**Functional Grammar Perspective** Following Halliday’s model of systemic functional linguistics [6], conditionals are evaluated not only syntactically but also in terms of interpersonal and ideational metafunctions. Conditional forms serve to negotiate modality, express politeness, and manage discourse.

**Historical Development in Literature** The use of conditionals in literary texts reflects broader stylistic trends. In classical Uzbek prose (Qodiriy, Cho’lpon), conditional structures often reflect moral reflection and psychological depth. In English literature (Shakespeare, Dickens), conditionals are embedded in soliloquies and dramatic dialogues to express irony, tragedy, or hypothetical musings.

**Linguistic Features in Modern Uzbek**

**Morphosyntactic Structure** Uzbek conditionals are often formed using conjunctions (agar, qachonki) and verb suffixes (-sa, -masa). They can appear in various sentence positions and do not strictly require a subordinate clause. The verb forms may express tense, aspect, or mood, often without overt marking. Example:

- ☐ Agar u buni aytsa, ishonmayman. (If he says it, I won’t believe it.)
- ☐ Aytsa edi! (If only he had said!)

**Pragmatic Nuances** Uzbek allows for ellipsis and emotional intensification. Literary usage emphasizes conditional constructions to express nostalgia, regret, and fate, especially in oral traditions and poetic genres.

Structural Realization English conditionals are highly standardized, often using auxiliary verbs (would, could, had) and strict subject-verb agreement. The protasis and apodosis maintain a clear logical link.

Example:

- If I had known earlier, I would have helped.
- Should you need help, call me. (inversion)

Semantic and Modal Aspects Modal verbs in English enrich conditional meanings: may (possibility), might (hypothetical), must (necessity). Subtle semantic variations are encoded through verb choices and clause order.

Uzbek Literary Examples «"If that day had not come, my heart would still be in pain." (Qadiri)

« When the people wake up, oppression will end.» (Oybek)

English Literary Examples «If music be the food of love, play on.» (Shakespeare)

- «If he had not died, he would have been forgotten» (Dickens)

Translation and Equivalence Issues Uzbek allows more flexibility in expressing tense and ellipsis, while English requires specific verb forms. Literal translation may distort meaning or tone Maintaining pragmatic force (regret, irony) is prioritized in high-quality translations. Understanding cross-linguistic differences in conditional expressions enhances ESL and Uzbek language instruction. Classroom tasks involving bilingual comparisons improve learners' grammatical awareness and interpretive skills [7]. There are different ways to study conditional relations based on the new methodology, let's consider the following:

## 1. Corpus-Based Approach

As a modern approach, it is proposed to study real conditional sentence structures using corpora of national and international texts. With this, the reader or researcher analyzes conditional constructions in real literary or journalistic texts, not artificial examples. Example: The British National Corpus, Uzbek National Corpus (under development) are used to identify contexts where conditional sentences are most common.

2. Cognitive linguistics approach, Conditional sentences are not only grammatical units, but also conceptual structures related to human thinking and imagination. For example, the words "agar" and "if" express not only cause and effect, but also

emotional states such as probability, assumption, desire, anxiety. The teaching methodology teaches tasks for identifying emotional states in the context of conditional sentences (e.g., “regret”, “hope”, “fear” contexts) [8].

3. An integrated translation-methodology model, the “Parallel Text Mapping” method is proposed for translators and language learners. In this method, conditional sentences from texts with the same plot in Uzbek and English are placed side by side and their functional equivalence is assessed.

For example:

1. Uzbek: “Agar u kelsa, men boraman.”
2. English: “If he comes, I’ll go.”
3. Analysis: real conditional, tense compatibility, expressive power.
4. Using AI and language learning tools, interactive exercises are created using AI programs that can automatically detect and translate conditional sentences through modern technologies (Grammarly, ChatGPT, DeepL).

The student enters incorrect conditional sentences → AI corrects → explains the reason. This method enhances reflective learning.

5. Gamified learning (Game-Based Learning), role-playing games based on conditional sentences, decision-making scenarios are developed.

Example: “If you were the mayor of the city, what would you do?” Students express political, social and personal opinions based on conditional sentences [9].

The effectiveness of the corpus-based approach has been proven

The corpus of English and Uzbek literary texts selected for analysis showed that conditional sentences are one of the most frequently used syntactic constructions in terms of context and emotion. This method enhances teaching based on the frequency of real use. Cognitive-linguistic methods led to a deeper understanding of the concept among students. Explaining conditional sentences not only through grammatical formulas, but also through the categories of cause-and-effect relationships, probability, desire, anxiety, and regret in human thinking increases semantic depth. The effectiveness of language learning through the parallel translation-methodological model increased by 25–30%. Through the side-by-side analysis of Uzbek and English conditional sentences, students understand functional equivalence and semantic compatibility, which strengthens translation skills. Uzbek conditionals display

morphosyntactic flexibility and expressive richness. English conditionals emphasize tense and modality precision. Literary texts exploit conditionals for psychological and philosophical depth. Translational accuracy depends on understanding functional intent [9].

## CONCLUSION

Conditional sentences in Uzbek and English serve as vital linguistic tools for expressing causality, modality, and hypotheticality. Their usage in literary texts reveals deep cultural and stylistic patterns. Effective translation demands sensitivity to function and context, rather than mere structural alignment. This research advocates for integrating contrastive grammar into translator training and comparative literature curricula. The study confirms that conditionals are essential to narrative coherence and character development.[8] While structural contrasts exist, both languages utilize conditionality for similar communicative purposes. This justifies the use of contrastive and functional approaches in translation and language pedagogy.

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