

THE INFLUENCE OF UZBEK LANGUAGE STRUCTURE ON THE ACQUISITION OF ENGLISH GRAMMAR

Turayeva Mexribon Atatayr qizi

2nd year master of UzSWLU

Turaeva.mekhribon@gmail.com

Xayrullayeva Dilorom

Senior teacher of UzSWLU

khayrullayeva84@mail.ru

Abstract:

This study examines language acquisition, a complex process influenced by sociocultural variables, cognitive processes, and linguistic diversity, with an emphasis on Uzbek learners' acquisition of English grammar. The analysis explores the complex dynamics shaped by verb morphology, pluralization patterns, and syntactic elements in Uzbek language structures. The study reveals subtle difficulties in learning English grammar and differences in syntactic patterns between Uzbek and English that require cognitive adjustment. Complex verb morphology in English creates obstacles for auxiliary usage and tense forms; pluralization patterns and phonological distinctions cause more difficulties. Uzbek learners' English language growth depends on a variety of factors, including experiences with cultural immersion, linguistic support, and tailored instructional methodologies.

Key words: grammatical structure, language acquisition, language system, Universal Grammar, language development, cross-cultural exchange, socio-cultural contexts, cognitive development

Annotatsiya:

Ushbu tadqiqot o'zbek o'quvchilarining ingliz tili grammatikasini o'zlashtirishiga e'tibor qaratgan holda, til o'zlashtirish, ijtimoiy-madaniy o'zgarishlar, kognitiv jarayonlar va til xilma-xilligi ta'sirida bo'lgan murakkab jarayonni o'rganadi. Maqola o'zbek tili tuzilmalarida fe'l morfologiyasi, ko'plik shakllari va sintaktik elementlar orqali shakllangan murakkab dinamikani o'rganadi. Tadqiqot ingliz tili grammatikasini o'rganishdagi qiyinchiliklarni, o'zbek

va ingliz tili o'rtasidagi sintaktik farqlarni kognitiv anglashi talab qiladi.. O'zbek tilini o'rganuvchilarning ingliz tilini o'zlashtirishi turli omillarga, jumladan, madaniyatga singib ketishi, lingvistik yordam va moslashtirilgan o'qitish metodologiyalariga bog'liq.

Kalit so'zlar: grammatik tuzilish, tilni o'zlashtirish, til tizimi, universal grammatika, til rivojlanishi, madaniyatlararo almashinuv, ijtimoiy-madaniy kontekstlar, kognitiv rivojlanish

Аннотация:

В этом исследовании изучается овладение языком, сложный процесс, на который влияют социокультурные переменные, когнитивные процессы и языковое разнообразие, с упором на овладение английской грамматикой узбекскими учащимися. Анализ исследует сложную динамику, определяемую морфологией глаголов, моделями множественного числа и синтаксическими элементами в структурах узбекского языка. Исследование выявляет небольшие трудности в изучении английской грамматики и различия в синтаксических моделях между узбекским и английским языками, которые требуют когнитивной адаптации. Сложная морфология глаголов в английском языке создает препятствия для вспомогательного использования и временных форм; Модели плюрализации и фонологические различия вызывают больше трудностей. Развитие английского языка у узбекских учащихся зависит от множества факторов, включая опыт культурного погружения, лингвистическую поддержку и индивидуальные методики обучения.

Ключевые слова: грамматическая структура, овладение языком, языковая система, универсальная грамматика, развитие языка, межкультурный обмен, социокультурные контексты, когнитивное развитие.

Introduction: The article emphasizes how crucial it is to promote Uzbek learners' language development with focused instruction, linguistic scaffolding, and cultural immersion programs. Teachers can help Uzbek students overcome language challenges and become proficient in English communicators by understanding the subtleties of Uzbek-English language transfer and offering customized interventions.

This article has consequences for pedagogy, cultural awareness, cognitive development, and educational policy that go beyond the field of language learning. Teachers can establish positive learning environments that encourage language

development and intercultural competency by encouraging empathy, cross-cultural appreciation, and inclusive pedagogical techniques.

Encouraging mutual understanding across linguistic and cultural barriers, celebrating cultural variety, and embracing linguistic variation are crucial as we manage the challenges of language learning in a world growing more interconnected by the day. Teachers, legislators, and other stakeholders can support language equity, social justice, and inclusive education for all students by adopting the conclusions drawn from this study.

As the fundamental element of human communication, language also represents the essence of social and cultural exchange. Linguistic diversity is a complex tapestry that includes distinct phonological features, semantic subtleties, and grammatical structures that influence speakers' communication environments. The process of learning a language entails a sophisticated interaction between external factors and innate cognitive processes

Corballis highlights the indisputable role that language plays in our existence, serving as a medium for the expression and understanding of ideas, feelings, and thoughts. Whether learning one's first or second language, language acquisition is a complicated process impacted by cognitive development and social contexts. Although theories such as Chomsky's Universal Grammar (UG) provide a theoretical framework for second language acquisition, researchers such as White emphasize the importance of other elements such as exposure to a variety of linguistic input and a variety of learning methods. Uzbek speakers' acquisition of English grammar demonstrates this complexity best, as the blending of structures from two different language systems necessitates a dynamic interplay between linguistic transfer and cognitive adaptation. In 2020, Ergashev conducted study on Uzbek language instruction and discovered strong evidence in favor of grammar-based teaching approaches being used in the majority of Uzbek classrooms.

This emphasizes how crucial it is to teach grammar correctly when learning a language. By exploring these nuances, the paper hopes to provide insightful observations to the pedagogical conversation about language learning and competency development in a variety of linguistic contexts.

The process by which Uzbek speakers acquire a second language—English in particular—involves the intricate interaction of linguistic structures, cognitive functions, and sociocultural factors. Through linguistic transfer and cognitive

adaptation, the acquisition process is shaped by the distinctive qualities of Uzbek, a Turkic language. Uzbek, a language with roots in Central Asia, has a rich cultural heritage and historical legacy. Learners are influenced by the language's intricate phonological and grammatical structures. With its analytical structure, English presents both potential and limitations as a worldwide lingua franca. English acquisition is significantly shaped by Uzbek language structures, such as phonetic distinctions and morphological richness. Language ideology and other sociocultural elements, such as educational policies, are important. Furthermore, the ongoing discussion on the function of one's native tongue in learning a second language highlights the need for more research on linguistic transfer and cognitive processing. Thus, according to Ergashev's research from 2024, Uzbek language classes should move toward student-tailored training, which is in line with current learning theories and methods. This method promotes a more efficient and interesting language learning experience by taking into account each student's unique demands and learning preferences.

By examining how Uzbek grammatical structures affect Uzbek-speaking learners' acquisition of English grammar, the study seeks to understand language transfer. Additionally, it looks at the cognitive mechanisms that underlie Uzbek speakers' acquisition of English grammar, such as phonemic categorization, syntactic preferences, and perceptual sensitivity. Furthermore, by evaluating the ways in which linguistic transfer affects curriculum design, instructional techniques, and language teaching approaches, the research seeks to find pedagogical implications for improving English language proficiency among Uzbek-speaking learners. By highlighting the cultural and linguistic circumstances that influence Uzbek speakers' acquisition of English grammar, the study hopes to promote cross-cultural understanding. Finally, by offering evidence-based insights to guide decisions about language instruction, assessment procedures, and support services for language learners from various linguistic backgrounds, it seeks to influence educational policy. Essentially, this paper opens the door to a thorough investigation of the difficulties associated with Uzbek-speaking learners' acquisition of English grammar. The study explores the complex process of language acquisition, highlighting its intricate interactions with cognitive development and socio-cultural contexts, acknowledging language as a critical component of human connection and cross-cultural exchange. The foundation established here has important

ramifications for cognitive linguistics, educational policy, cultural awareness, and pedagogy.

The knowledge gained from the careful investigation of Uzbek language structures and their influence on the learning of English grammar will serve as a strong basis for a nuanced analysis when the attention turns to the forthcoming literature review and discussions. By offering insightful information to our knowledge of successful language training in a variety of linguistic circumstances, this article seeks to advance the conversation on language acquisition.

The knowledge gained from the careful investigation of Uzbek language structures and their influence on the learning of English grammar will serve as a strong basis for a nuanced analysis when the attention turns to the forthcoming literature review and discussions. By offering insightful information to our knowledge of successful language training in a variety of linguistic circumstances, this article seeks to advance the conversation on language acquisition. For Uzbek speakers, learning English grammar is a difficult process that is influenced by a number of linguistic, cognitive, and sociocultural factors. It is essential to comprehend how Uzbek language structures affect the learning of English grammar as well as the challenges faced by Uzbek learners in order to create efficient teaching strategies and promote language competency. A thorough foundation for comprehending the difficulties involved in learning a second language is provided by Bley-Vroman's (groundbreaking work on the logical problem of second language acquisition. Bley-Vroman clarifies the challenges confronted by learners as they negotiate linguistic transfer, cognitive restructuring, and interlanguage development by exploring the cognitive processes involved in language acquisition. His theoretical theories clarify the reasons behind language acquisition challenges and learner variability by emphasizing the dynamic interplay between universal cognitive mechanisms and language-specific restrictions. Important insights into the transfer of linguistic information between languages can be gained from Brown's study on the function of first language (L1) grammar in the acquisition of segmental structure in second language (L2). Through an analysis of the impact of L1 phonological and grammatical characteristics on L2 acquisition, Brown brings attention to the interdependence of language systems and the difficulties associated with linguistic transfer. His research highlights the necessity of using instructional

strategies that take into account students' L1 backgrounds and make it easier for them to incorporate new language structures into their own cognitive frameworks.

Effective language acquisition requires a grasp of the similarities and contrasts between the grammatical structures of the languages, which form the foundation of linguistic expression. Learners come across a multitude of overlaps and differences between Uzbek and English that profoundly influence their progress in grasping English grammar. The primary linguistic difference between English and Uzbek is seen in the word order in their sentences. The Subject-Verb-Object (SVO) order in English is largely set, but Uzbek is more flexible. Words that change the subject should come before the subject in Uzbek, whereas words that alter the predicate should come before the predicate. This contrasts sharply with the rigorous SVO structure of English, where changes are usually saved for special cases like emphasis, inversion, or literary refinement. To illustrate the versatility of the language, the English line "My teacher explained the lesson clearly yesterday" translates into Uzbek in a number of acceptable ways. This sentence has a set structure in English, but in Uzbek, the sequence can naturally shift or have a purpose that could be misunderstood.

To compare the identical sentence in both Uzbek and English.:

My teacher explained me the lesson clearly yesterday.

My teacher - Mening ustozim, to explain - tushuntirmoq , me - menga, lesson - dars, clearly – aniq qilib, yesterday - kecha.

1. Kecha mening ustozim menga darsni aniq qilib tushuntirib berdi. (Most common)
2. Mening ustozim kecha menga darsni aniq qilib tushuntirib berdi. (Really close meaning)
3. a) Kecha mening ustozim darsni menga aniq qilib tushuntirib berdi. (Slightly emphasizing me)
b) Kecha mening ustozim darsni aniq qilib menga tushuntirib berdi. (Mainly emphasizing me)
4. Mening ustozim menga darsni aniq qilib kecha tushuntirib berdi. (Emphasizing yesterday)
5. Kecha darsni aniq qilib menga ustozim tushuntirib berdi. (Emphasizing the teacher)

Uzbek has more word order flexibility than other languages, as the examples given make clear, which could be difficult for speakers of other languages to understand. In Uzbek, emphasis can be placed by placing words just before the predicate, much to how cleft clauses are used in English. None of these potential patterns, nevertheless, quite match the English sentence structure. This is a significant difficulty for Uzbek students studying English since they frequently have to rearrange the words in a phrase before they can properly convey it in English. Furthermore, unique characteristics of Uzbek grammar are introduced, such as the use of verb suffixes in place of an auxiliary before the subject in general queries.

This trait is consistent with Uzbek's agglutinative nature, which leads to basic differences from English and demands further attention during the learning process.

Adverb placement presents another difficulty since English allows for a great deal of variation in their arrangement for subtle meaning. Adverbs are less variable in placement and retain more stable places in Uzbek. This disparity necessitates that Uzbek learners of English adjust to the varied adverbial placements in English, adding even another level of complexity. The second significant issue relates to the significant differences in Uzbek and English verb conjugation patterns. Subject-verb agreement suffixes in Uzbek show clear differences in the first and second person, both singular and plural, and then mostly disappear in the third person.

It is difficult to explain to young Uzbek learners the English phenomena of verbs taking the suffix "-s" following pronouns such as he, she, and it because of its intricacy. Since Uzbek lacks a similar function, pupils frequently have to commit these patterns to memory.

A comparative analysis of the present tense verb forms exemplifies this contrast

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English:

- I come
- You come
- We come
- They come
- He come
- She comes
- It comes

Uzbek:

- (I) Men kelaman.
- (You, singular) Sen kelasan
- (You, singular polite/plural) Siz kelasiz
- (You, plural) Sizlar kelasizlar.
- (He/She/It) U keladi.
- (They) Ular keladilar.

This comparison shows that, but with some additional variances, Uzbek verb conjugation is more in line with how "to be" (am/is/are) is used in English. Nonetheless, the intricacy of the third person endures as, to show respect, it is common in various dialects to add the plural suffix "-lar," which is the same as "-s" for plural, to the third person singular verb. Interestingly, learners are faced with a more complex task because the absence of the plural form suffix does not change the meaning. For example, "My father read" can become "My father reads" to show respect, while "my relatives come" and "my relatives comes" can be used interchangeably to highlight a distinctive feature of Uzbek that may present difficulties for young English learners when they are first learning the language.

The way noun plural forms are handled is the third noteworthy difference. The plural form in Uzbek is quite simple and only uses the suffix "-lar." But in English, depending on the particular word, the plural suffix "s" varies morphologically, giving rise to variants like "-es" and "-ves." Adding another level of intricacy, the use of the Uzbek plural suffix is mainly optional. This subtlety especially affects the comprehension of uncountable nouns or naturally plural forms, making it difficult for Uzbek speakers to learn English.

Uncountable nouns might be problematic for Uzbek learners because they usually don't have a clear plural form in English. In Uzbek, it is customary to append the suffix "-lar" to uncountable nouns like "news," "information," "advice," "money," "bread," etc. While this practice departs from English conventions, it is in line with Uzbek grammar. Although this is appropriate in one's first tongue, Uzbek speakers find it challenging to grasp the subtle rules of English pluralization because of this inclination. Therefore, in order to improve Uzbek learners' language acquisition experience, instructors must address this discrepancy in pluralization tendencies.

Uzbek learners must balance the demands of learning English grammar with their language background as they navigate these parallels and variances in grammatical structure. Through the implementation of focused instructional strategies and linguistic scaffolding, educators may identify and successfully address these problems, enabling Uzbek learners to negotiate the complexities of English grammar.

In conclusion, Uzbek speakers' journey towards acquiring English grammar is intricate and multifaceted, impacted by a range of linguistic, cognitive, and sociocultural factors. The difficulties faced by Uzbek language learners highlight the need for sophisticated educational strategies that consider both the particular linguistic characteristics of Uzbek and more general theoretical frameworks in second language learning.

For Uzbek learners, there are a lot of grammatical differences between Uzbek and English. These differences include things like sentence structures, word order, verb conjugation, adverb placement, and noun pluralization. Learners encounter additional complexity due to the irregular word order in Uzbek, unique conjugation patterns, and the potential use of plural suffixes. After realizing these difficulties, it is necessary to put in place customized teaching methods that take into account Uzbek's unique linguistic traits. In order to promote successful language learning, educators need to be skilled at navigating linguistic transfer and cognitive adaptability.

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