

COMMON GRAMMATICAL ERRORS OF UZBEK LEARNERS OF ENGLISH

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Annotation

This study explores common grammatical errors made by Uzbek learners of English. It analyzes typical problem areas such as verb tenses, article usage, prepositions, word order, and subject-verb agreement. The research explains how differences between Uzbek and English language structures influence these mistakes. By identifying recurring error patterns, the study aims to support more effective teaching strategies and help learners improve grammatical accuracy in written and spoken English. The study highlights the role of first language interference in shaping these errors and discusses pedagogical implications for improving English language instruction among Uzbek learners.

So overall, this study examines the most common grammatical errors produced by Uzbek learners of English and identifies their underlying causes. It focuses on key areas such as tense usage, articles, prepositions, word order, and subject-verb agreement. The research emphasizes the influence of the Uzbek language on English learning and highlights typical patterns of interference. The findings aim to support more effective teaching approaches and improve learners' grammatical competence.

Key words

You are studying which grammar mistakes Uzbek learners make in English and why they make them. The key idea is language difference - error pattern - teaching solution. Most common grammatical errors are articles, prepositions, verb tenses and word order.

Introduction: In recent decades, English has become one of the most important international languages for education, communication, and professional development. As a result, learning English as a foreign language has gained significant importance among students in Uzbekistan. However, despite increased exposure to English in schools and universities, many Uzbek learners experience persistent difficulties in mastering English grammar. These difficulties often lead to recurring grammatical errors in both written and spoken communication, which may hinder effective language use and academic achievement.

One of the main reasons for these challenges lies in the structural differences between the Uzbek and English languages. Uzbek belongs to the Turkic language family and has grammatical features that differ considerably from those of English. For example, Uzbek does not use articles, has a different system of verb tense formation, and follows a distinct sentence structure. As learners attempt to apply familiar patterns from their native language to English, they frequently produce errors related to verb tenses, prepositions, word order, and subject–verb agreement. Such errors are not random but systematic, reflecting the influence of the first language on the process of second language acquisition.

Related words: Although English language learning in Uzbekistan has received increasing academic attention, there remains limited research that systematically examines the specific grammatical difficulties faced by Uzbek learners of English. Existing studies often focus on general language proficiency or teaching methods rather than detailed analysis of recurring grammatical error patterns and their linguistic causes.

Article: One of the most frequent grammatical problems for Uzbek learners of English is the incorrect use or omission of articles. This difficulty occurs because the Uzbek language does not have an article system similar to English. As a result, learners often transfer native-language patterns into English and produce sentences without articles or with incorrect ones.

For example, I bought book yesterday. (it is false), I bought a book yesterday.(it is true). Teacher gave me gift.(it is false). The teacher gave me gift.(it is true).

Students may not clearly distinguish between general and specific reference.

I saw the movie yesterday (when the movie is not specific) –

I saw a movie yesterday.

Some learners add “the” before general nouns. For example, The life is beautiful (incorrect). Life is beautiful.(correct).

Incorrect article use may not always block understanding, but it reduces grammatical accuracy and can affect academic writing quality. Therefore, mastering article usage is essential for developing correct and natural English expression.

Verb tenses: Verb tense usage is one of the most challenging aspects of English grammar for Uzbek learners. These difficulties arise mainly because the English tense system is more complex and structurally different from that of the Uzbek language. While Uzbek expresses time through verb forms and contextual markers, English requires precise tense selection to indicate time, duration, and completion of actions. As a result, learners often produce systematic tense-related errors in both speaking and writing.

Incorrect use of past tense Learners frequently use the base form of the verb instead of the past tense. This occurs because Uzbek verbs do not always require the same morphological changes found in English irregular verbs. For instance , Yesterday I go to park(it is false), Yesterday I went to park (correct).Because yesterday is past simple tense key word.

Confusion between present simple and present continuous Students may not clearly distinguish between habitual actions and actions happening now. For example, I am go to school every day (not true). I go to school every day (exactly true).

Misuse of perfect tenses Perfect tenses are particularly difficult because Uzbek expresses similar meaning differently. For example, I am living here since 2024. I have lived here since 2024.

Mastery of verb tenses is essential for accurate communication and academic writing. Understanding common tense errors helps teachers design targeted instruction and enable learners to expres time relationships more precisely.

Preposition The use of prepositions is another major source of grammatical difficulty for Uzbek learners of English. English prepositions express relationships of place , time , direction and manner , but their usage is often idiomatic and context-dependent. Since Uzbek uses different grammatical structures to express similar meanings, learners frequently transfer native-language patterns into English, which leads to systematic preposition errors.

Omission of preposition Learners sometimes omit prepositions where English requires them : I listen music every day (false) , I listen to music every day (true)

Incorrect choice of preposition Students may choose a preposition based on direct translation from Uzbek : He entered to the room-He entered the room.

Confusion of time and place preposition Prepositions of time and place are often mixed:She was born on 2006 (false)-She was born in 2006 (true)

Accurate use of prepositions is essential for clarity and natural expression. Understanding typical error patterns helps teachers focus on problem areas and supports learners in developing more precise and fluent English communication.

Conclusion The analysis of common grammatical errors among Uzbek learners of English demonstrates that many difficulties arise from structural differences between the Uzbek and English languages. The study shows that learners frequently experience problems with article usage, verb tense formation, prepositions, word order, and subject–verb agreement. These errors are not random but systematic, reflecting the influence of the native language as well as limited exposure to authentic English usage. The absence of articles in Uzbek, differences in tense systems, and the use of case endings instead of prepositions significantly contribute to recurring patterns of inaccuracy in learner language. Understanding these error patterns is essential for improving the effectiveness of English language teaching. When teachers are aware of predictable areas of difficulty, they can design targeted instructional strategies that focus on form, context, and meaningful practice. Emphasizing contrastive analysis between Uzbek and English grammar, increasing communicative practice, and providing clear feedback on common mistakes can help learners develop greater grammatical accuracy and confidence in language use.

In conclusion, identifying and addressing common grammatical errors among Uzbek learners of English contributes to both theoretical understanding and practical improvement in language education. Continued research in this area will support the development of more effective teaching methods and help learners achieve higher levels of grammatical competence in English

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