THE DIFFERENCE OF THE SENTENCE STRUCTURE BETWEEN ENGLISH/RUSSIAN/UZBEK LANGUAGE

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Annotation: This article explores the fundamental syntactic differences in sentence structure among English, Russian, and Uzbek languages. Each language represents a distinct linguistic family: English (Germanic), Russian (Slavic), and Uzbek (Turkic). By analyzing these differences, the study aims to provide insights into comparative grammar and assist language learners and linguists in understanding cross-linguistic syntactic patterns. The article includes a literature review, methodological framework, comparative findings, and pedagogical implications.

Keywords: Sentence structure, syntax, English language, Russian language, Uzbek language, SVO, SOV, word order, case system, language typology

Although there are many differences between languages, one of the most noticeable and instructive aspects of grammatical comparison is still sentence structure. The three language families of English, Russian, and Uzbek are structurally different from one another. These structural variations have an impact on meaning transmission, flexible word order management, and the arrangement of subjects, verbs, and objects. The sentence patterns of these three languages are analyzed and contrasted in this article, emphasizing their distinctive syntactic traits and educational value in second language learning. Because English, Russian, and Uzbek belong to different language families, their sentence structures differ from one another. Uzbek (Turkic, Altaic), Russian (Slavic, Indo-European), and English (Germanic, Indo-European) all have distinct grammatical, syntactic, and morphological traits. The sentence structure differences between English, Russian, and Uzbek are rooted in their distinct linguistic families English (Germanic, Indo-European), Russian (Slavic, Indo-European), and Uzbek (Turkic, Altaic)leading to unique syntactic, morphological, and grammatical

characteristics. Below is a detailed comparison of their sentence structures, covering word order, case systems, verb conjugation, articles, negation, question formation, adjective use, and other key features. Ill provide examples and explain how these elements shape communication in each language[1].

Word order, case systems, verb conjugation, articles, negation, question construction, adjective usage, and other important aspects are all covered in the thorough comparison of their sentence structures that follows. I'll describe how these components influence communication in each language using examples. English Basic Word Order: In declarative statements, English adheres strictly to the Subject-Verb-Object (SVO) word order. Because English uses a limited case system, word order is crucial for both meaning and grammatical accuracy. SVO deviations frequently produce grammatically incorrect sentences or alter the nature of sentence (e.g., questions). Example: "I read a book" (verb: read, object: book, subject: I). Altering the sequence, as in "A book I read," is uncommon and usually employed for poetic or forceful reasons that require for certain situations.

Word order in Russian is very flexible due to its extensive case system, but it also defaults to SVO. By designating the grammatical duties of nouns with cases (nominative, accusative, dative, etc.), speakers can rearrange words for emphasis, concentration, or stylistic impact without altering the meaning at its core. An example would be "Я читаю книгу" (I read book-ACC, SVO), which is conventional; however, "Книгу я читаю" (Book-ACC I read, OSV) highlights the book, while "Читаю я книгу" (Read I book-ACC) highlights the action. All of them are grammatically accurate. "-" Certain situations, like as formal writing, where SVO is favored for clarity, limit flexibility. The Subject-Object-Verb (SOV) order is common in Turkic languages, including Uzbek. Due to the clarification of grammatical roles by agglutinative suffixes, this structure is less rigid than English but more rigid than Russian. Less frequently than in Russian, SOV deviations are possible for

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1 Ivanova I.P. History of the English language / I.P., Ivanova, L.P. Sakhoyan, R.Y. Belyaeva. - St. Petersburg, 1999.

emphasis."Men kitob oqiyman" (I book read-I, SOV) is one example. Although it is conceivable, switching to "Kitob men oqiyman" (OSV) is marked and frequently emphasizes the object. Grammatical Markers and the Case System - English: Word order and prepositions are the main ways that English indicates grammatical relationships; it has a minimal case system. Other than possessive forms (like "Johns"), nouns do not have case ends.

Certain case distinctions are displayed by pronouns (e.g., "I" vs. "me" vs. "mine"). For instance, the indirect object (her) is marked with "to" in the sentence "I give the book to her." Depending on the language, prepositions such as "to," "with," or "of" take the place of cases. Russian: Russian has a strong case system that includes certain vestigial forms (vocative in rare circumstances, for example) and six primary cases (nominative, accusative, dative, genitive, prepositional, and instrumental). Case endings provide sentence structure more freedom by reducing the need for word order. The language of Uzbekistan is agglutinative, and its six primary cases—nominative, accusative, dative, genitive, locative, and ablative—are indicated by suffixes. Every suffix has a distinct grammatical purpose and is appended to noun stems in a sequential manner. The phrase "Men kitobni unga beraman" means "I book-ACC her/him-DAT give-I." The accusative "-ni" on "kitobni" identifies the direct object, whereas the dative "-ga" on "unga" marks the indirect object[2]. –

The agglutinative character of Uzbek suffixes, in contrast to Russian, results in a high degree of regularity and predictability with few inconsistencies. English Verb Conjugation and Agreement: English verbs conjugate minimally, mostly for subject agreement (third person singular in present tense) and tense (present, past, and future). "Do," "will," and "have" are examples of auxiliary verbs that are used to create complex tenses, questions, and negatives. Example: "I read" vs. "He reads" (third person singular adds "-s"). Future: "I will read." Past perfect: "I had read." - English relies heavily on auxiliaries and word order rather than inflection. - Russian: Russian verbs

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[2] Croft William. Typology and Universals. Cambridge UNI Press, 2003.

are highly inflected, conjugating for person (first, second, third), number (singular, plural), tense (present, past, future), aspect (perfective/imperfective), and mood (indicative, imperative, subjunctive). Aspect is a key feature, distinguishing ongoing actions (imperfective) from completed ones (perfective). - Example: "Я читаю" (I read, imperfective, ongoing) vs. "Я прочитал" (I read, perfective, completed, past, masculine). Past tense verbs agree with the subject's gender (e.g., "прочитала" for feminine). - No auxiliary verbs are needed for future tense; perfective verbs inherently imply future when conjugated (e.g., "прочитаю" = I will read)[3].

No suggestions for ""прочитаю".Uzbek: Uzbek verbs are agglutinative, with suffixes signifying person, number, tense, mood, and negation. Suffixes are added in a predetermined order, and verbs usually appear at the conclusion of the sentence (SOV). "Men oqiyman" (I read-I, present) and "Men oqidim" (I read-PAST, past) are two examples. The suffixes "-man" and "-dim" indicate the first and past tenses, respectively. Compared to Russian, Uzbek has simpler verb agreement since it does not have grammatical gender. Suffixes—not auxiliary verbs—are used to convey mood and tense. Determiners and Articles - English: To specify nouns, English employs the definite ("the") and indefinite ("a/an") articles. In many situations, articles are required and rely on whether the noun is general or specialized. The statement "The book is on a table" is an example of a non-specific table and a specific book[4]. Russian: There are no articles in Russian. Uzbek: Similar to Russian, Uzbek does not have articles. The accusative suffix "-ni" for particular objects or word order are frequently used to convey definiteness. "Kitob stol ustida" (Book table on) is an example of an indeterminate statement, but "Kitobni stolga qoydim" (Book-ACC table-DAT put-I) suggests a specific book. Additionally, demonstratives like "bu" (this) can help make definiteness clear. Denial English: Negation employs contractions (such as "dont," "isnt") or the particle "not" in conjunction with auxiliary verbs. The sequence of words

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[3] Stanley Fish. "Devoid of Content." The New York Times, May 31, 2005. Also How to Write a Sentence and How to Read One. HarperCollins, 2011.

[4] Yusupov U.K. Contrastive linguistics of the English and Uzbek languages. Tashkent, 2013

is still crucial. For instance, "I don't read a book." In formal English, double negatives (such as "I don't know nothing") are seen as improper and non-standard. The particle "не" is used before the verb in Russian negation. It is customary to use double negatives when using negative pronouns such as "ничего" (nothing) or "никто" (nobody). For instance, "Я не читаю книгу" (I haven't read a book). "Men kitob oqimayman" (I book read-not-I) or "Kitob oqimadim" (Book read-not-PAST-I) are two examples. "Emas" appears in nonverbal predicates, such as "Bu kitob emas" (This book not). English question formation usually consists of question words or subject-auxiliary inversion, with a rigid word order. For instance, the declarative statement "You read a book." "Do you read a book?" is the query. "What do you read?" is the WH-question. Russian: Without the need for inversion, questions are constructed using question words or intonation, or rising tone. Often, the word order is the same as in declarative phrases. An example of a declarative statement is "Ты читаешь книгу." "Ты читаешь книгу?" is the question. Have you read the book? Wh-question: "Что ты читаешь?" What did you read? - Uzbek: Questions either rely on question words or utilize the particle "-mi" (or its variants -mu, -ma, or -mas) at the end of the verb or sentence. Usually, SOV order is maintained. Declarative example: "Sen kitob oqiysan" (You read the book). What does "Sen kitob oqiysanmi?" mean? (Your book read-Q?). That is, "Nima oqiysan?" What did you read? Adjectives and Consensus - English: Nouns are preceded by adjectives, which are invariant and do not agree with them. Comparisons and superlatives employ "-er/-est" or "more/most." "A big book" is an example (no gender or number changes). As a comparison, "A bigger book." When it comes to case, number, and gender, adjectives in Russian usually come before nouns. To conform to the grammatical characteristics of the nouns, they inflect. For instance, "Большая книга" (Big-FEM book-FEM, nominative) contrasts with "Большой дом" (Big-MASC house-MASC)[5]. To use the accusative: "Большую книгу" (Big-ACC-FEM book-ACC-FEM). In the Uzbek

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[5] Breus E. Fundamentals of theory and practice of translation from Russian into English / E.V.Breus. - 3rd edition - Moscow, 2002.

language, adjectives usually come before nouns and do not inflect for case, number, or gender. Comparatives employ standalone terms like "yana" (more) or suffixes like "-roq." The linguistic heritage and typology of English, Russian, and Uzbek are reflected in the differences in sentence structure among these three languages: English's strict SVO order is tied to its lack of morphological case marking, demanding clarity through structure; Russian's rich inflection system allows it to maintain meaning despite word order variation, making it expressive but complex for learners; Uzbek's agglutinative nature and SOV order mean that verbs play a central syntactic role, and postpositions frequently replace prepositions. These distinctions are essential to comprehending how meaning is created and conveyed in various languages. They also draw attention to issues with language learning and translation, necessitating flexible approaches from students, teachers, and tech developers. For language learners, practice sentence rearrangement tasks to improve syntactic awareness when alternating between SVO and SOV languages. To explain the variations in sentence construction, teachers can utilize comparative syntax charts in multilingual classrooms. Create templates and tools for structural translation instead of word-for-word rendering for translators. To enhance the output quality of machine translation systems, NLP developers should integrate syntactic parsing tailored to language typology. Additional Research: Study the mental processes of speakers and how they adjust to multilingual situations by doing psycholinguistic research. These variations are instrumental in elucidating the processes involved in the construction and transmission of meaning across diverse linguistic systems. They also underscore the complexities encountered in language acquisition and translation, necessitating the development of adaptive strategies for learners, educators, and technologists. For language learners, engaging in exercises that focus on reordering sentences—particularly when transitioning between Subject-Verb-Object (SVO) and Subject-Object-Verb (SOV) structures—can significantly improve syntactic awareness and overall linguistic competence. Language learners can improve syntactic awareness by practicing sentence restructuring exercises, while educators can use comparative syntax charts in multilingual classrooms. Translators

can develop structural translation tools, and NLP developers can incorporate syntactic parsing.

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