

## THE INFLUENCE OF UZBEK ON ENGLISH LANGUAGE LEARNING AMONG UZBEK SPEAKERS

**Jabborov Manguberdi Murtazoyevich**

*Assistant teacher of Tashkent International KIMYO University*

*mangujabborov@gmail.com*

**Annotation.** This article examines the impact of the Uzbek language on English language acquisition among Uzbek speakers, highlighting the linguistic, phonetic, grammatical and cultural issues. It discusses pronunciation difficulties such as the absence of certain English sounds in Uzbek, grammatical interference due to structural differences and vocabulary problems arising from direct translation and false cognates. In addition, the article discusses the cultural and cognitive factors that influence English language acquisition. By identifying these issues, the study suggests effective strategies to overcome them, including phonetic training, grammar exercises, vocabulary development and cultural immersion. The findings are useful for teachers and learners seeking to improve English language proficiency among Uzbek speakers.

**Key words:** Uzbek language influence, English learning, pronunciation errors, grammar interference, vocabulary challenges, cultural differences, phonetic training, linguistic transfer, Uzbek-English learners, language acquisition strategies.

English has become an important global language, influencing education, business, and international communication. In Uzbekistan, learning English has gained importance due to globalization, academic opportunities, and economic development. However, the process of learning English as a second language (L2) is often influenced by Uzbek, the learners' native language (L1). Linguistic and cultural differences between Uzbek and English pose unique challenges for Uzbek speakers, affecting pronunciation, grammar, vocabulary, and overall language acquisition.

This article examines how Uzbek influences English language learning among Uzbek speakers and examines the linguistic, cognitive, and cultural factors that shape their English proficiency. By understanding these influences, teachers and learners can employ effective strategies to overcome difficulties and improve language acquisition (Ellis, 1997).

## Phonetic and Pronunciation Issues

One of the most noticeable areas in which Uzbek influences English language learning is pronunciation. The phonetic systems of Uzbek and English differ significantly, leading to pronunciation errors that affect intelligibility and fluency (Swan & Smith, 2001).

### 1. Consonant Sounds

There are several consonant sounds in English that are not found in Uzbek, making them difficult for Uzbek learners to pronounce correctly. Some common pronunciation issues include:

- /θ/ and /ð/: These sounds, found in words like "think" and "this", are not found in Uzbek. As a result, many Uzbek speakers replace them with /s/ or /z/, pronouncing "think" as "sink" and "this" as "zis" (Nation, 2001).
- /w/ and /v/: Uzbek lacks the /w/ sound, leading to confusion between "west" and "vest".
- /p/ and /b/: Some learners may substitute /p/ for /b/ in words like "park" (pronounced "bark").

### 2. Vowel Sounds

Uzbek has fewer vowel sounds than English, leading to vowel substitution errors. For example, Uzbek speakers may have difficulty distinguishing between long and short vowel sounds, pronouncing "ship" and "sheep" the same.

### 3. Word Stress and Intonation

English stresses the same time, whereas Uzbek stresses the same time within syllables. This means that Uzbek speakers often pronounce each syllable with the same stress, making their English sound unnatural. Additionally, Uzbek learners may have difficulty with rising and falling intonation in English questions and statements (Krashen, 1982).

### **Strategies for Overcoming Pronunciation Problems**

- Phonetic drill using minimal pairs (e.g., “ship” vs. “sheep”)
- Listening and repeating exercises
- Exposure to native English speakers’ pronunciation through audiobooks, podcasts, and movies
- Practicing stress and intonation patterns through borrowing exercises

### **Grammatical interference**

Grammatical differences between Uzbek and English lead to common errors in sentence structure and use of tenses.

#### **1. Sentence Structure (Word Order)**

Uzbek has subject-object-verb (SOV) word order, whereas English has subject-verb-object (SVO) word order. This difference leads to mistakes such as:

- Uzbek: “Men kitob o‘qiyman” (literally: “I book read”)
- Incorrect English: “I book read.”
- Correct English: “I read a book.”

Uzbek learners often place the verb at the end of the sentence, which sounds unnatural in English.

#### **2. Articles (A, An, The)**

Uzbek does not have definite and indefinite articles, making it difficult for learners to use “a,” “an,” and “the” correctly. This leads to mistakes such as:

“I bought apple” (instead of “I bought an apple”)

### 3. Tenses and Aspects

Uzbek expresses time differently than English, which leads to confusion with English tenses. Some common mistakes include:

- Overuse of the present continuous: "I am known this" instead of "I know this."
- Confusion between the present perfect and the simple past tense: "I have seen him yesterday" instead of "I saw him yesterday".

### 4. Prepositions

Prepositions in English and Uzbek do not always have direct equivalents. Uzbek learners often misuse prepositions, leading to errors such as:

- "Depend from" instead of "Depend on"
- "Married with" instead of "Married to"

### Strategies for Improving Grammar

- Explicit grammar teaching and comparisons between Uzbek and English
- Sentence Structure Exercises and Drills
- Reading and Writing Practice to Reinforce Correct Usage
- Using English grammar Apps for self-practice (Krashen, 1982)

### Vocabulary and Word Usage

Learners of Uzbek often have difficulty with vocabulary due to direct translation, false cognates, and cultural differences in meaning.

#### 1. Direct Translation Errors

Many Uzbek learners translate phrases word for word, resulting in incorrect expressions. For example:

- Uzbek: "Menga yoqadi".
- Incorrect English: "To me it likes".
- Correct English: "I like it".

#### 2. False Cognates (False Friends)

Some English words are similar to Uzbek words, but have different meanings. For example:

- "Aktual" means "relevant" in Uzbek, but "actual" means "real" in English.
- "Magazin" means "store" in Uzbek, but "magazine" in English refers to a publication.

### **3. Collocations and Idioms**

Uzbek learners may have difficulty with English collocations (word combinations) and idiomatic expressions. For example:

- "Make a decision" (not "implement a decision")
- "Break a leg" (idiom for good luck, not literally break a leg)

### **Strategies for Improving Vocabulary**

- Learning words in context instead of memorizing translations
- Using flashcards and spaced repetition systems (SRS)
- Reading English books, newspapers, and articles online
- Practice with native speakers or language exchange partners (Ellis, 1997)

### **Cultural and cognitive influences**

Language and culture are closely related. Native Uzbek speakers bring their cultural background to their English language communication, which may affect their interactions with native English speakers.

#### **1. Politeness Strategies**

Uzbek culture emphasizes indirectness and politeness, while English communication is often more direct. This difference can lead to misunderstandings. For example:

- Uzbek speakers may avoid saying the direct word "no" to avoid being rude.
- In professional settings, Uzbek learners may have difficulty communicating assertively in English.

#### **2. Code Switching**

Many bilingual Uzbek and English speakers mix both languages in informal conversations, leading to code switching. While this can be a useful linguistic strategy, over-reliance on Uzbek words can hinder full immersion in the English language.

### 3. Cognitive Processing Differences

Uzbek learners may perceive English differently due to the structure of their native language. For example, reading comprehension may be slower because the syntax of English is different from Uzbek.

#### Strategies for Improving Cultural and Cognitive Adaptation

- Interacting with English-speaking communities
- Viewing English-language media to understand cultural norms
- Participating in English discussion groups and debates
- Practicing role-playing games for professional and social interactions

To conclude the influence of the Uzbek language on English learning is evident in pronunciation, grammar, vocabulary, and cultural aspects. Although these issues make English acquisition challenging, understanding them allows for the development of targeted teaching strategies. With practice, exposure, and effective teaching methods, Uzbek speakers can overcome these difficulties and achieve fluency in English.

By focusing on pronunciation training, grammar exercises, vocabulary development, and cultural immersion, Uzbek learners can develop a strong command of the English language. As Uzbekistan continues to integrate into the global economy, mastery of English will become increasingly valuable for communication, career opportunities, and international collaboration (Kaplan, 2010).

#### References

Ellis, R. (1997). *Second Language Acquisition*. Oxford University Press.

Kaplan, R. B. (2010). *The Oxford Handbook of Applied Linguistics*. Oxford University Press.



Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon.

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

Swan, M., & Smith, B. (2001). *Learner English: A Teacher's Guide to Interference and Other Problems*. Cambridge University Press.