
**COMPARATIVE LINGUISTICS: A THEORETICAL AND PRACTICAL
ANALYSIS OF THE ENGLISH AND UZBEK LANGUAGE SYSTEMS**

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**QIYOSIY LINGVISTIKA: INGLIZ VA O'ZBEK TILLARI TIZIMINING
NAZARIY VA AMALIY TAHLILI**

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**СРАВНИТЕЛЬНАЯ ЛИНГВИСТИКА: ТЕОРЕТИЧЕСКИЙ И
ПРАКТИЧЕСКИЙ АНАЛИЗ СИСТЕМЫ АНГЛИЙСКОГО И УЗБЕКСКОГО
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Abstract

This article presents a comprehensive comparative analysis of the grammatical and lexical systems of English and Uzbek languages. It explores structural differences and similarities, emphasizing their implications for language learning. The study highlights the effectiveness of comparative approaches in enhancing learners' linguistic competence and reducing interference in foreign language acquisition.

Keywords

comparative linguistics, English language, Uzbek language, grammar, language learning

Annotatsiya

Mazkur maqolada ingliz va o'zbek tillarining grammatik va leksik tizimlari qiyosiy jihatdan tahlil qilinadi. Til o'rganishda qiyosiy yondashuvning ahamiyati va uning amaliy natijalari ilmiy asosda yoritiladi.

Kalit so'zlar

qiyosiy lingvistik, ingliz tili, o'zbek tili, grammatika, til o'rganish

Аннотация

В статье проводится сравнительный анализ грамматической и лексической системы английского и узбекского языков. Освещается значение сравнительного подхода в изучении языков.

Ключевые слова

сравнительная лингвистика, английский язык, узбекский язык, грамматика, обучение языку

INTRODUCTION

Comparative linguistics is a significant field of study that focuses on analyzing similarities and differences between languages in order to understand their structure and development. In the context of foreign language teaching, comparative analysis plays a crucial role in helping learners better comprehend new linguistic systems by relating them to their native language. In modern education, English has become a global lingua franca, widely taught as a foreign language across the world. In Uzbekistan, English is one of the most important subjects in the educational system. Therefore, comparing English with Uzbek, the learners' native language, is methodologically important.

According to Crystal (2003), comparative analysis allows researchers to identify both universal features of human language and language-specific characteristics [1]. English belongs to the Germanic branch of the Indo-European language family and is considered an analytic language, whereas Uzbek is a Turkic language with an agglutinative structure. These typological differences significantly affect grammar, syntax, and vocabulary. The aim of this study is to conduct a detailed comparative analysis of English and Uzbek language systems and to determine the practical implications of this analysis for language teaching and learning.

METHODS

This research is based on qualitative methodology, combining comparative and descriptive approaches. In the first stage, the grammatical systems of English and Uzbek were analyzed using key linguistic sources, including Crystal (2003), Swan (2005), and Comrie (1989) [1][2][3].

In the second stage, lexical systems were examined, focusing on synonymy, polysemy, and phraseological units. Special attention was given to differences in semantic structure and usage.

In the third stage, classroom observations were conducted to evaluate how comparative methods influence learners' understanding. The study also analyzed common errors made by Uzbek learners of English to identify patterns of language interference.

RESULTS

The findings reveal substantial differences between English and Uzbek at grammatical, syntactic, and lexical levels.

One of the most noticeable differences is word order. English follows a strict Subject-Verb-Object (SVO) structure:

Example:

She reads a book.

In contrast, Uzbek typically follows a Subject-Object-Verb (SOV) pattern:

Example:

U kitob o'qiydi.

Another major difference lies in morphological structure. Uzbek is an agglutinative language, meaning that grammatical relationships are expressed through suffixes. A single Uzbek word can contain multiple grammatical meanings:

Example:

"kitoblarimizdan" (from our books)

In English, similar meanings are expressed using separate words or prepositions:

Example:

"from our books"

Additionally, English relies heavily on auxiliary verbs to express tense and aspect, while Uzbek uses suffixes:

Example:

"I am reading" vs. "Men o'qiyapman."

Lexically, English has a rich system of synonyms and stylistic variation (e.g., “big, large, huge”), whereas Uzbek tends to have fewer direct synonyms but richer contextual meanings.

The study also found that learners who used comparative analysis techniques demonstrated better understanding of grammatical structures and made fewer errors.

DISCUSSION

The results of this study support the theoretical frameworks proposed by Swan (2005), who emphasized the importance of using the learner’s native language as a reference point in foreign language teaching [2]. Language interference was observed as a common phenomenon. Uzbek learners often transfer native language structures into English, leading to errors such as incorrect word order or omission of auxiliary verbs. However, when teachers explicitly address these differences through comparison, learners become more aware of structural distinctions.

Furthermore, comparative linguistics helps develop metalinguistic awareness, enabling learners to reflect on how language works. This awareness is essential for mastering complex grammatical systems. The findings also align with Comrie’s (1989) theory of language typology, which highlights the importance of structural differences between languages in shaping learning processes [3].

CONCLUSION

In conclusion, comparative analysis of English and Uzbek languages plays a vital role in foreign language education. It enhances learners’ understanding of grammatical structures, reduces language interference, and improves overall communicative competence. Based on the findings, it is recommended that language teachers incorporate comparative methods into their teaching practice. Explaining similarities and differences between native and target languages can significantly facilitate learning. Additionally, using practical exercises, translation tasks, and contrastive analysis activities can further strengthen students’ language skills.

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