

ANALYSIS OF SYNTACTIC ERRORS IN ENGLISH SPEECH AMONG UZBEK STUDENTS

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Annotation. This article examines syntactic errors in English speech among Uzbek students, focusing on structural differences between Uzbek and English languages. The study highlights that most errors occur due to native language interference, differences in sentence structure, and limited exposure to authentic English communication. The paper discusses major categories of syntactic errors and emphasizes the importance of communicative teaching methods in reducing grammatical inaccuracies. The findings suggest that systematic exposure to English input and contextual learning can significantly improve learners' syntactic competence.

Keywords: syntax, second language acquisition, interference, English learning, Uzbek students

English has become one of the most dominant global languages, widely used in education, science, technology, and international communication. In the context of globalization, proficiency in English is no longer optional but essential for academic success and professional development. In Uzbekistan, English is taught as a foreign language at all stages of education, and significant efforts have been made to improve language teaching methodologies. Despite these efforts, many Uzbek learners still encounter difficulties in producing grammatically correct English sentences, particularly in terms of syntax.

Syntax, as a core component of linguistics, studies the rules governing the arrangement of words into meaningful sentences. It plays a crucial role in communication, as even a minor syntactic error may lead to misunderstanding or ambiguity. One of the primary reasons for syntactic difficulties among Uzbek learners lies in the structural differences between the English and Uzbek languages. English typically follows a Subject–Verb–Object (SVO) word order, whereas Uzbek is characterized by a Subject–Object–Verb (SOV) structure. This typological difference significantly influences second language acquisition and often results in negative transfer or interference.

According to language transfer theory, learners tend to apply the grammatical rules of their native language when using a foreign language. While this process can sometimes facilitate learning, it frequently leads to errors when the two languages differ structurally. In the case of Uzbek learners, such interference is especially noticeable in sentence construction.

One of the most common types of syntactic errors is related to **word order**. Uzbek learners often construct English sentences using Uzbek word order patterns. For example, instead of saying “*I read the book,*” a learner might produce “*I the book read,*” directly transferring the SOV structure of Uzbek into English.

Another frequent issue is the **omission of auxiliary verbs**. In English, auxiliary verbs such as *do, does, is, are, have,* and *will* are essential for forming questions, negatives, and various tenses. However, in Uzbek, such auxiliaries are either absent or

function differently. As a result, learners may produce sentences like “*He going to school*” instead of “*He is going to school.*”

Tense inconsistency is also a significant problem. English has a complex tense system with clear distinctions between past, present, and future forms, as well as aspects such as continuous and perfect. Uzbek learners often confuse these forms or use them interchangeably, for instance: “*Yesterday I go to school*” instead of “*Yesterday I went to school.*” This issue arises because tense marking in Uzbek does not always correspond directly to that in English.

The **misuse or omission of articles** (*a, an, the*) is another widespread error. Uzbek does not have an article system, which makes it difficult for learners to grasp the concept of definiteness and indefiniteness. Consequently, learners may say “*I bought book*” instead of “*I bought a book,*” or misuse *the* in inappropriate contexts.

Additionally, many learners rely on a **cognitive translation strategy**, meaning they translate sentences directly from Uzbek into English. This often results in unnatural or grammatically incorrect expressions that do not conform to English syntactic norms. For example, expressions that are acceptable in Uzbek may sound awkward or incorrect in English due to differences in structure and usage.

To address these challenges, modern language teaching approaches emphasize **communicative methods, contextual learning**, and increased **exposure to authentic materials**. Encouraging learners to practice speaking in real-life situations, engaging them with native-level texts, and focusing on sentence patterns rather than isolated rules can significantly improve syntactic competence. Moreover, contrastive analysis between Uzbek and English can help learners become aware of structural differences and avoid common errors.

In conclusion, syntactic errors made by Uzbek learners of English are systematic rather than random. They are largely influenced by the structural differences between the two languages and the process of language transfer. Improving learners’ syntactic accuracy requires consistent practice, exposure to correct language input, and the application of effective teaching strategies. By addressing these issues, educators can help learners achieve greater fluency and accuracy in English communication.

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