



COMMON MISTAKES UZBEK LEARNERS MAKE IN ENGLISH

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Abstract

This article explores the most common mistakes made by Uzbek learners of English and analyzes the linguistic and psychological reasons behind them. It focuses on errors in grammar, pronunciation, vocabulary usage, and sentence structure. The paper also offers practical recommendations for teachers and learners to overcome these difficulties. Understanding typical learner errors can help improve teaching methods and enhance overall language proficiency.

Keywords

Uzbek learners, common mistakes, grammar errors, pronunciation problems, language interference, English learning

Introduction

Learning English as a foreign language is a challenging process for many Uzbek students. Although English is widely taught in schools, colleges, and universities, learners often face difficulties in mastering its structure and usage. These problems are mainly caused by differences between Uzbek and English grammar systems, pronunciation patterns, and cultural aspects of communication. Identifying common mistakes is essential for both teachers and students, as it helps to improve teaching strategies and achieve better learning outcomes.

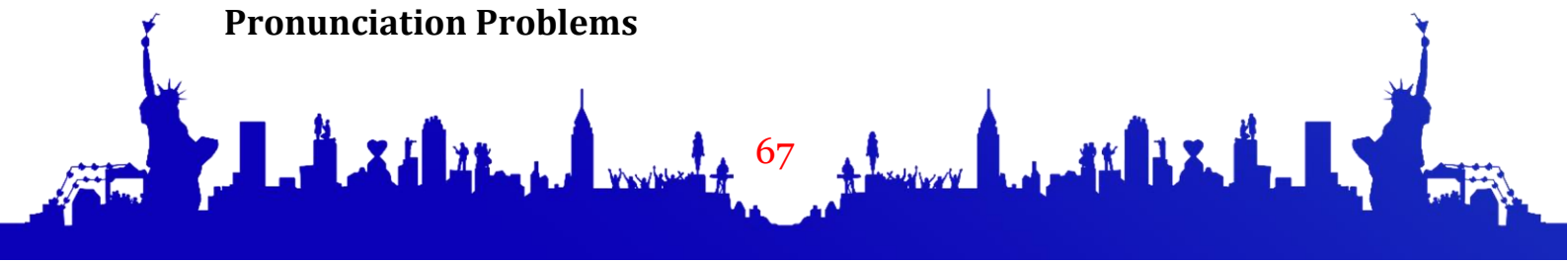
Common Grammar Mistakes

One of the most frequent problems for Uzbek learners is grammar. English tenses, especially Perfect and Continuous forms, often cause confusion. For example, students may say "I am living here since five years" instead of the correct form "I have lived here for five years."

Another common issue is the incorrect use of articles. Since the Uzbek language does not have articles like a, an, and the, learners tend to omit them or use them incorrectly. For instance, they may say "I bought book" instead of "I bought a book."

Prepositions also present serious difficulties. Learners often say "discuss about the problem" instead of "discuss the problem" or "married with" instead of "married to."

Pronunciation Problems





Pronunciation is another major challenge. Certain English sounds such as /θ/ (think), /ð/ (this), and /w/ (water) do not exist in Uzbek, so students replace them with familiar sounds. As a result, “think” may be pronounced as “sink” and “this” as “zis.”

Word stress is also problematic. Uzbek learners often stress the wrong syllable, which can make speech difficult to understand. For example, they may pronounce “phoTOgraph” instead of “PHOtograph.”

Vocabulary and Word Choice Errors

Many students misuse words because of literal translation from Uzbek to English. This phenomenon is called language interference. For example, learners might say “open the light” instead of “turn on the light.”

False friends (words that look similar but have different meanings) also confuse learners. For instance, the word “magazine” is sometimes mistaken for “магазин” (shop), which leads to misunderstanding.

Sentence Structure Problems

Uzbek and English sentence structures are different. In Uzbek, the verb usually comes at the end of the sentence, while in English it follows the subject. Because of this, students sometimes produce unnatural sentences like “I to school went” instead of “I went to school.”

Solutions and Recommendations

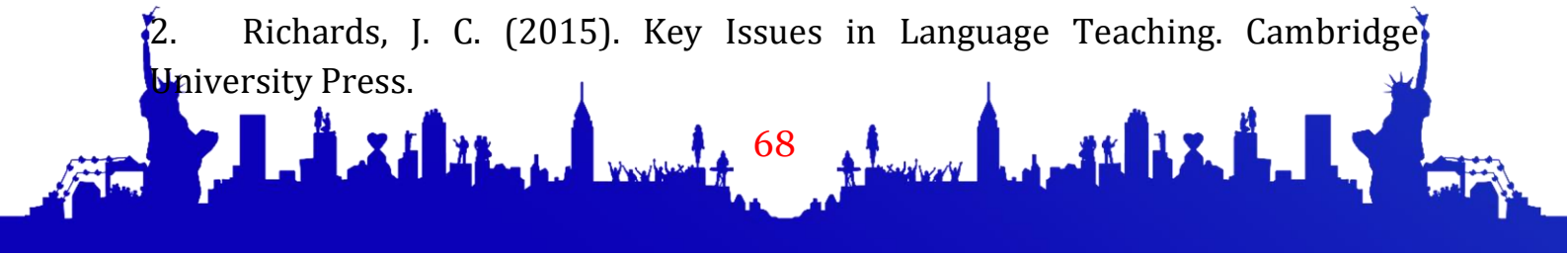
To reduce these mistakes, teachers should focus on contrastive analysis, comparing Uzbek and English structures. Learners should practice speaking regularly, listen to authentic English materials, and use language learning apps. Feedback and error correction should be constructive and continuous. Reading books, watching English videos, and communicating with native speakers can also significantly improve language skills.

Conclusion

In conclusion, common mistakes made by Uzbek learners in English are mainly caused by differences between the two languages and limited exposure to real English usage. However, with effective teaching methods, regular practice, and awareness of typical errors, learners can overcome these difficulties. Understanding mistakes is not a weakness but a powerful step toward language improvement.

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