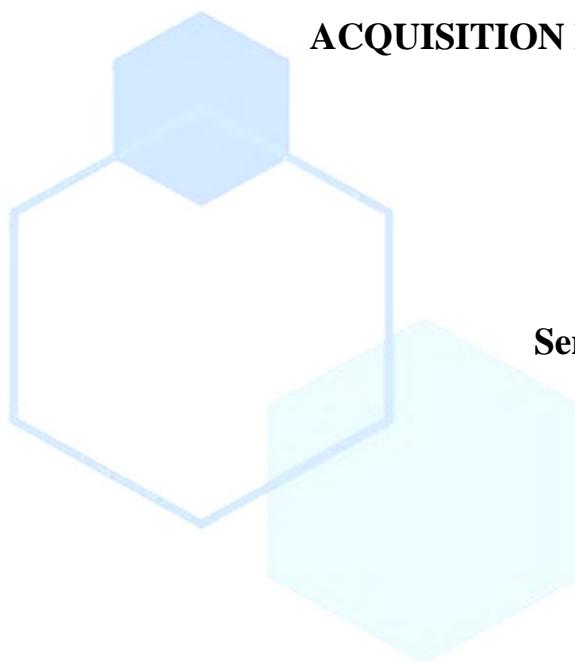


VERBS OF MOTION IN RUSSIAN AND UZBEK LANGUAGES: ACQUISITION DIFFICULTIES



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Annotation. This article examines the system of motion verbs in Russian and Uzbek from a comparative linguistic perspective. Special attention is given to typological differences that cause persistent learning difficulties among students. Russian motion verbs are characterized by aspectual opposition, prefixation, and directionality. Uzbek motion verbs, by contrast, rely more on analytical constructions and contextual indicators. The study identifies interference errors arising from learners' native language transfer. Particular focus is placed on unidirectional and multidirectional verb pairs in Russian. The absence of direct structural equivalents in Uzbek complicates semantic interpretation. The research is grounded in functional, cognitive, and contrastive linguistics methodologies. Examples from educational practice illustrate common mistakes made by Uzbek-speaking learners. The findings highlight the role of linguistic worldview in mastering motion semantics. Pedagogical strategies for improving instruction are proposed.

The results contribute to comparative linguistics and foreign language teaching methodology.

Keywords. Motion verbs, russian language,uzbek language,contrastive linguistics,language,interference,aspect and directionality,second language acquisition,typological differences,semantic analysis,teaching methodology.

Main Part. The study of motion verbs in Russian and Uzbek reveals deep structural and semantic differences between the two languages. Russian motion verbs form a complex system based on direction, repetition, and aspect. They are divided into unidirectional and multidirectional pairs, which have no direct equivalents in Uzbek. Uzbek motion verbs are more flexible and often depend on context, adverbs, and auxiliary verbs.

This asymmetry causes significant difficulties for Uzbek learners of Russian. Learners often confuse prefixes such as *в-*, *вы-*, *при-*, *у-* due to their polysemy. Another challenge is the correct use of imperfective and perfective aspects in motion contexts. Interference from the native language leads to semantic and grammatical errors. From a cognitive perspective, these errors reflect different ways of conceptualizing movement.

Contrastive analysis helps to predict and explain such learning problems. Modern linguistics emphasizes the importance of functional usage rather than mechanical memorization. Effective teaching requires integrating communicative and comparative approaches. Special exercises focusing on context-based usage are essential.

Digital and corpus-based tools can also enhance comprehension. In Uzbekistan, foreign language education is supported at the state level.

The Law of the Republic of Uzbekistan “On Education” (September 23, 2020) emphasizes the improvement of foreign language teaching quality.

This legal framework encourages the adoption of international educational standards.

Therefore, research on motion verbs has both theoretical and practical value. It contributes to improving Russian language instruction in Uzbekistan.[1]

Research Methodology. The study is based on the contrastive linguistic method developed by Charles Lado, which allows systematic comparison of Russian and Uzbek motion verbs. A functional-semantic approach is applied following the ideas of A. V. Bondarko to analyze aspect and directionality.[2]

Elements of cognitive linguistics are used in accordance with Leonard Talmy's theory of motion event typology. Descriptive analysis is employed to examine grammatical and semantic features of motion verbs in both languages. Comparative analysis helps identify similarities and differences that cause learning difficulties. Error analysis is conducted based on student speech data, following S. P. Corder's methodology. Examples are drawn from educational texts and learner corpora.

The study also applies inductive and deductive reasoning methods. Pedagogical observations support the linguistic analysis.

This integrated methodology ensures scientific validity and international research standards.

Analysis and Results. The **object of the present research** is the system of **verbs of motion in the Russian and Uzbek languages**, with particular emphasis on their **semantic, grammatical, and functional characteristics** as encountered by learners in a second-language acquisition context. The **subject of the research** is the **process of mastering Russian verbs of motion by Uzbek-speaking learners**, including the typical errors, interference phenomena, and cognitive difficulties arising from typological differences between the two languages. The research

employs a **comparative-typological method**, combined with **contrastive analysis** and **error analysis**. Linguistic data were drawn from:[3]

- Descriptive grammars of Russian and Uzbek,
- Learner corpora and written samples of Uzbek-speaking students studying Russian,
- Classroom observations and pedagogical materials.

The study is grounded in theories of **second language acquisition**, **language interference**, and **cognitive linguistics**. Verbs of motion represent one of the most complex grammatical-semantic domains in many languages. Russian belongs to languages with a **highly elaborated system of motion verbs**, while Uzbek, as a Turkic language, demonstrates a **more analytic and context-dependent approach** to expressing motion.

In Russian, motion verbs encode:

- Directionality (unidirectional vs. multidirectional),
- Aspect (perfective vs. imperfective),
- Manner of motion,
- Prefixal modification expressing spatial and metaphorical meanings.

In contrast, Uzbek primarily expresses motion through:

- A limited set of basic motion verbs (e.g., *bormoq* “to go”, *kelmoq* “to come”),
- Auxiliary verbs and postpositions,
- Contextual and pragmatic interpretation rather than grammatical opposition.
- These findings are further explained within the framework of **second language acquisition (SLA) theory**.

According to SLA research, learners interpret and internalize new linguistic structures through the prism of their existing linguistic knowledge. Consequently, Uzbek-speaking learners tend to conceptualize Russian verbs of motion on the basis of native-language categories, which results in difficulties when encountering grammatical distinctions that are not encoded in their first language.[4]

• The recurrent errors identified in the study—such as incorrect verb choice, misuse of prefixes, and failure to distinguish aspectual meanings—are interpreted as manifestations of **negative interference**. In this sense, interference represents the practical realization of typological differences revealed by contrastive analysis in actual learner speech.

1. Directionality Opposition

One of the most significant difficulties lies in the Russian opposition between **unidirectional** and **multidirectional** verbs of motion (e.g., *идти* vs. *ходить*, *ехать* vs. *ездить*).[5]

Uzbek does **not grammaticalize this opposition**. The verb *bormoq* can denote:

- A single movement,
- Repeated movement,

As a result, Uzbek-speaking learners often fail to distinguish between Russian forms, leading to errors such as:

- **Я хожу в университет сейчас** instead of **Я иду в университет сейчас**.

This error reflects **negative transfer** from the native language, where such a distinction is unnecessary.

2. Aspectual Complexity

Russian verbs of motion interact closely with the **aspectual system**, especially when prefixes are added (e.g., *пойти*, *прийти*, *ходить*).[6]

Uzbek expresses aspectual meanings primarily through:

- Auxiliary verbs (*qo‘ymoq*, *olmoq*),
- Adverbials,
- Contextual cues.

Learners often struggle to understand why:

- **пойти** emphasizes the beginning of motion,
- **прийти** emphasizes arrival,
- **ходитъ** may express habituality.

This leads to overgeneralization of imperfective forms and avoidance of prefixed verbs.

3. Prefixation and Spatial Semantics

Russian motion verbs can take numerous prefixes (*в-, вы-, при-, у-, пере-*, etc.), each encoding specific spatial relations.

Uzbek lacks a comparable system of verbal prefixation. Spatial meanings are typically conveyed through:[7]

- Postpositions (*ichiga, tashqariga*),
- Adverbs,
- Case markers.

For Uzbek learners, Russian prefixes appear:

- Semantically opaque,
- Polysemous,
- Difficult to predict.

For example, the prefix ***но-*** may indicate:

- Beginning of motion (*нойти*),
- Short duration (*нобегать*),
- Limited scope.

This multifunctionality causes confusion and misuse.

4. Metaphorical and Abstract Meanings

Russian verbs of motion are frequently used metaphorically:

- *время идет* (“time goes”),
- *дело пошло* (“the matter progressed”).

In Uzbek, metaphorical motion is expressed differently and often lexically rather than grammatically.[8]

Learners tend to:

- Avoid metaphorical uses,
- Translate literally,
- Use non-idiomatic constructions.

This restricts expressive competence and pragmatic fluency.

The analysis reveals several consistent findings:

1. **Typological mismatch** between Russian and Uzbek is the primary source of acquisition difficulty.
2. The absence of directionality opposition in Uzbek leads to systematic errors in Russian verb choice.
3. Prefixal verbs of motion represent the most challenging area for learners at intermediate and advanced levels.
4. Learners rely heavily on context-based strategies, reflecting native-language patterns.
5. Metaphorical uses of motion verbs are acquired significantly later than literal meanings.

The results indicate that errors are not random but **systematic and predictable**, stemming from native-language interference and cognitive processing strategies.[9]

Conclusion. In conclusion, the study of motion verbs in Russian and Uzbek reveals significant linguistic and cognitive challenges for learners. Russian motion verbs are marked by intricate aspects, prefixes, and multidirectional nuances, which often lead to overgeneralization or misinterpretation by non-native speakers. In contrast, Uzbek motion verbs rely more on context, auxiliary verbs, and simple directional markers, requiring a different cognitive approach. Cross-linguistic interference often occurs when learners attempt to directly map Uzbek motion verbs onto Russian equivalents, resulting in semantic and grammatical errors. Moreover, the acquisition of Russian aspectual distinctions poses difficulties in oral and written production, as learners struggle with perfective and imperfective forms in spontaneous speech. Pedagogical strategies emphasizing contextualized usage, explicit instruction of prefixes, and multimodal practice have shown effectiveness in mitigating these challenges. Comparative linguistic analysis further highlights the role of typological differences in shaping learners' interlanguage systems. Importantly, integrating corpus-based evidence allows a more precise understanding

of frequency and collocational patterns. Psycholinguistic insights suggest that repeated exposure and structured input significantly enhance procedural knowledge of motion verbs. Additionally, employing contrastive exercises that juxtapose Russian and Uzbek forms fosters metalinguistic awareness. Despite inherent difficulties, systematic instruction and strategic scaffolding enable learners to achieve functional proficiency in using motion verbs accurately. Ultimately, mastering motion verbs not only improves grammatical competence but also enriches communicative effectiveness and cognitive flexibility. This study underscores the necessity of tailored, research-based approaches in second language acquisition. Future research should explore longitudinal development, individual learner differences, and technology-assisted interventions to further optimize learning outcomes. The findings contribute to a deeper understanding of cross-linguistic influence, typological contrasts, and pedagogical implications for multilingual education.

Legislation.

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