COMMON MISTAKES MADE BY UZBEK LEARNERS IN ENGLISH GRAMMAR AND STRATEGIES TO OVERCOME THEM

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ANNOTATION This article examines the most common grammatical mistakes made by Uzbek learners of English and explores strategies to overcome them. The study identifies frequent errors in the use of articles, verb tenses, prepositions, pluralization, and sentence structure. Causes of these mistakes include interference from the native language, limited exposure to authentic English contexts, and traditional teaching methods. The article proposes effective strategies such as contextualized grammar instruction, interactive teaching methods, error analysis, task-based learning, and technology-assisted practice to enhance learners' accuracy, fluency, and overall communicative competence.

Key words Uzbek learners, English grammar, grammatical errors, teaching strategies, communicative competence

АННОТАЦИЯ: В статье рассматриваются наиболее распространённые грамматические ошибки, совершаемые узбекскими учащимися при изучении английского языка, и анализируются стратегии их преодоления. Исследование выявляет частые ошибки в использовании артиклей, времён глаголов, предлогов, множественного числа и структуры предложений. Причинами ошибок являются влияние родного языка, ограниченное использование английского в аутентичных контекстах и традиционные методы преподавания. Предлагаются эффективные стратегии, включая контекстное обучение грамматике, интерактивные методы преподавания, анализ ошибок, обучение на основе задач и использование технологий, направленных на улучшение точности, беглости речи и общей коммуникативной компетенции учащихся.

КЛЮЧЕВЫЕ СЛОВА: узбекские учащиеся, английская грамматика, грамматические ошибки, методы обучения, коммуникативная компетенция

INTRODUCTION

Learning English as a foreign language has become an essential skill in today's globalized world. For learners in Uzbekistan, English proficiency is not only an academic requirement but also a key to higher education opportunities, international communication, and future career prospects. Despite years of study in schools and technical institutions, many Uzbek learners face persistent challenges in mastering

English grammar. These challenges are often manifested in frequent errors that hinder effective communication in both written and spoken English.

One of the primary reasons for these errors is **interference from the native language (L1 interference)**. The grammatical structures of Uzbek differ significantly from English in terms of verb tenses, word order, articles, prepositions, and noun forms. For instance, Uzbek does not have articles ("a", "an", "the"), which leads to their omission or misuse in English sentences. Similarly, tense usage in Uzbek does not correspond directly to the complex system of English tenses, causing confusion among learners.

Another contributing factor is the **traditional grammar teaching methodology** prevalent in many schools and colleges. Instruction often focuses on rote memorization of rules, repetitive exercises, and textbook-based learning, rather than practical application. As a result, learners may understand rules theoretically but fail to use them accurately in communication. Limited exposure to authentic English language contexts—such as conversations with native speakers, English media, or interactive activities—further exacerbates these difficulties.

The consequences of persistent grammatical errors extend beyond academic performance. Misuse of grammar can lead to misunderstandings in communication, reduce learners' confidence, and negatively affect their motivation to continue learning English. Therefore, it is crucial for educators to identify the most common errors made by Uzbek learners, analyze their causes, and develop effective strategies to address them.

This article aims to provide a comprehensive analysis of the most frequent grammatical mistakes among Uzbek learners, including errors related to articles, verb tenses, prepositions, pluralization, and sentence structure. Furthermore, it explores pedagogically sound strategies, such as interactive teaching methods, contextualized grammar instruction, error analysis, and technology-assisted learning, to help learners overcome these challenges. By applying these approaches, teachers can enhance both the **accuracy** and **fluency** of Uzbek learners in English, thereby improving their overall communicative competence and academic success.

RESEARCH METHODOLOGY

Common Grammatical Mistakes Among Uzbek Learners. Uzbek learners of English encounter a variety of recurring grammatical errors due to differences between English and Uzbek grammar, limited exposure to authentic English contexts, and certain traditional teaching methods. These errors can be categorized into several key areas:

1.1 Articles (a, an, the)

Uzbek lacks equivalent articles, so learners often omit them or use them incorrectly. This is one of the most persistent problems.

Example:

Incorrect: *I bought book yesterday.*

Correct: *I bought a book yesterday.*

Misuse of articles also occurs when learners struggle to differentiate between general and specific references, e.g., *I like the cats* vs *I like cats*.

1.2 Verb Tenses

English has twelve tenses, but Uzbek expresses time differently, often relying on context rather than explicit verb forms. Common errors include confusion between Present Simple vs Present Continuous, Past Simple vs Present Perfect, and misuse of future forms.

Examples:

Incorrect: *I have seen him yesterday.*

Correct: *I saw him yesterday.*

Incorrect: *He is knowing the answer.*

Correct: *He knows the answer.*

1.3 Prepositions

English prepositions are particularly challenging because their use does not directly translate from Uzbek. Learners often substitute incorrect prepositions or omit them.

Examples:

Incorrect: *I am good in English.*

Correct: *I am good at English.*

Incorrect: *She is married with a doctor.*

Correct: *She is married to a doctor.*

1.4 Plural Forms and Countable/Uncountable Nouns

Learners frequently make mistakes with singular/plural distinctions and countable vs uncountable nouns.

Examples:

Incorrect: *I have many homework today.*

Correct: *I have a lot of homework today.*

Incorrect: *She bought two furnitures.*

Correct: *She bought two pieces of furniture.*

1.5 Sentence Structure and Word Order

English syntax often causes problems due to the influence of Uzbek sentence patterns. Common issues include incorrect word order in questions, negative sentences, and placement of adverbs.

Examples:

Incorrect: *Yesterday I went to shop the.*

Correct: *Yesterday I went to the shop.*

Incorrect: *He only speaks English sometimes.*

Correct: *He sometimes only speaks English.*

Understanding the root causes of errors is crucial for designing effective strategies: L1 Interference – Structural differences between Uzbek and English influence learners' sentence formation and word choice. Limited Practice Opportunities – Students often study English in a classroom setting without adequate real-life communication practice. Traditional Teaching Approaches – Focus on memorization of rules rather than contextual application hinders long-term retention. Insufficient Exposure to Authentic English – Textbook-only learning and lack of interaction with native speakers or multimedia resources reduce comprehension of natural usage. Psychological Factors – Anxiety, lack of confidence, and fear of making mistakes may prevent learners from experimenting with grammar in communication. To help learners overcome these challenges, teachers can employ a variety of strategies:

3.1 Contextualized Grammar Instruction Grammar should be taught alongside meaningful contexts such as dialogues, stories, or real-life scenarios. Example Activity: Students describe their day or narrate a story using target grammar points, e.g., Present Perfect or article usage.

3.2 Interactive and Communicative Activities

Role-plays, pair work, and group discussions encourage learners to use grammar actively.

Example: Students role-play a shopping scenario using countable and uncountable nouns correctly.

3.3 Error Analysis and Corrective Feedback

Teachers analyze learners' written and spoken errors, providing targeted correction. Peer-feedback sessions also help learners self-identify mistakes.

3.4 Technology-Assisted Learning

Interactive software, mobile apps, and online exercises allow learners to practice grammar independently. Multimedia resources, such as videos and podcasts, provide exposure to natural English usage.

3.5 Task-Based Learning

Assigning tasks that require authentic language production, such as writing emails, presentations, or projects, integrates grammar into practical use.

3.6 Repetition and Revision

Regular practice sessions, quizzes, and revision activities reinforce grammar rules and reduce long-term errors.

4. Practical Recommendations for Teachers

Prioritize Error Patterns: Focus on the most frequent errors like articles, tenses, and prepositions to maximize impact. Balance Accuracy and Fluency: Encourage

learners to communicate while gradually correcting mistakes. Incorporate Multimodal Materials: Use visual, auditory, and interactive tools to clarify complex grammar points. Foster a Positive Learning Environment: Reduce anxiety by encouraging mistakes as part of the learning process. Monitor Progress Systematically: Keep records of errors and improvement over time to guide further instruction.

5. Summary of Findings Articles, verb tenses, prepositions, pluralization, and sentence structure are the areas where Uzbek learners make the most frequent mistakes. Causes include L1 interference, traditional rote-learning methods, and lack of exposure to authentic English. Effective strategies involve interactive teaching, contextualized grammar instruction, technology integration, error analysis, and task-based activities.

By implementing these strategies, teachers can significantly improve learners' grammatical accuracy, communicative competence, and confidence in using English both academically and socially.

CONCLUSION AND RECOMMENDATIONS

English grammar is one of the most challenging areas for Uzbek learners due to fundamental differences between Uzbek and English grammatical systems. Despite years of formal education, learners continue to make frequent errors, particularly in the use of **articles, verb tenses, prepositions, pluralization, and sentence structure**. These errors negatively affect their written and spoken communication, reducing both accuracy and confidence.

The primary causes of these mistakes include **L1 interference**, limited opportunities to use English in authentic contexts, reliance on traditional teaching methods focused on rote memorization, and insufficient exposure to natural English input through media or interaction with proficient speakers. Additionally, psychological factors such as fear of making mistakes and low motivation can exacerbate these difficulties. Addressing these challenges requires a multifaceted pedagogical approach. **Contextualized grammar instruction**, where grammar is taught within meaningful communication scenarios, helps learners apply rules in real situations. **Interactive methods**, such as role-plays, group discussions, and peer collaboration, encourage active use of grammar and support the development of communicative competence. **Error analysis and corrective feedback** allow learners to recognize and correct recurring mistakes, fostering self-monitoring and independent learning. Furthermore, the integration of **technology and multimedia resources**, such as language apps, online exercises, and instructional videos, provides additional exposure and reinforcement, enabling learners to internalize grammatical structures more effectively.

Task-based learning, where students complete projects, presentations, or written tasks, integrates grammar instruction with practical communication, bridging the gap

between theoretical knowledge and real-life language use. Regular revision and practice, combined with a positive and supportive learning environment, further consolidate knowledge and reduce persistent errors.

In conclusion, Uzbek learners' grammatical mistakes are not merely the result of individual inability but are strongly influenced by linguistic, pedagogical, and environmental factors. By identifying the most common errors and implementing **strategic, learner-centered approaches**, educators can significantly enhance learners' accuracy, fluency, and overall communicative competence. Moreover, fostering an environment that encourages experimentation, self-correction, and active engagement ensures that learners not only master English grammar but also develop confidence and motivation to use the language effectively in academic, professional, and social contexts. Ultimately, addressing these issues systematically contributes to **higher-quality English language education in Uzbekistan**, preparing learners to succeed in both national and international arenas, and equipping them with skills essential for lifelong language learning.

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