

## **AN ANALYSIS OF ERRORS MADE BY UZBEK LEARNERS OF ENGLISH IN USING PREPOSITIONS**

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### **ABSTRACT**

This research studies the common errors made by Uzbek learners while using English prepositions. The article mainly focuses on the reasons behind these mistakes and the effect of the Uzbek language on English learning. Different examples from students' written tasks and speaking activities are analyzed in the research. Error analysis and descriptive analysis methods are used in order to identify the most common problems. The research also explains how grammar differences between Uzbek and English create difficulties for learners. The results show that many learners confuse prepositions such as "in," "on," and "at," or omit them completely in sentences. The article may help English teachers understand learner problems better and choose more useful teaching activities for grammar lessons. More attention to practice and contextual learning can improve students' accuracy in using prepositions.

### **INTRODUCTION**

English has become one of the most important languages in education and communication. Many Uzbek students study English at schools, universities, and language centers. However, grammar still creates problems for many learners. One of the difficult grammar areas is the use of prepositions. English prepositions are often used differently from Uzbek grammar. Because of this, many errors are made in speaking and writing.

Prepositions are important because they show place, time, direction, and relationships between words. Wrong use of prepositions may change the meaning of a sentence or make communication unclear. Uzbek learners usually translate directly from the native language, and this causes grammatical mistakes. Some English prepositions do not have exact equivalents in Uzbek. For this reason, students often omit prepositions or choose the wrong ones.

This research analyzes the most common errors made by Uzbek learners in using English prepositions. The study also explains why these mistakes happen and what teaching methods may help learners improve their grammar accuracy.

### **LITERATURE REVIEW**

Many researchers have studied grammatical errors made by English learners. According to James, errors are a natural part of language learning because they show the development of learner knowledge. Ellis also explained that error analysis helps teachers understand learner difficulties and improve teaching methods. Recent studies about Uzbek learners also show that prepositions are one of the common problem areas. Choriyeva and G'aziyeva studied common errors in English preposition use by Uzbek learners. Their research showed that many mistakes happen because Uzbek and English grammar systems are different. Learners often translate directly from Uzbek into English, and this creates confusion in sentence structure and word choice.

Amirsheibani, Tuymanova, and Hamroyeva conducted a corpus-based study on grammatical errors in Uzbek EFL learner writing. Their research found that preposition errors appeared frequently in student essays together with article and tense mistakes. The study explained that first language influence plays an important role in learner errors.

Rustamova also analyzed error patterns in Uzbek EFL learners' writing through corpus-based research. The findings showed that Uzbek learners face difficulties in using prepositions correctly in academic writing. The research is helpful for this study because it explains the connection between language transfer and grammatical mistakes.

These studies are useful for the present research because they provide information about learner errors, language interference, and grammar teaching methods. They also support the idea that more contextual practice is needed in English classes.

## **METHODOLOGY**

Both qualitative and descriptive methods are used in this research. The data are collected from written exercises, essays, and short speaking tasks completed by Uzbek learners of English. The participants are intermediate-level students studying English at university and language courses.

The errors are grouped according to different types of preposition mistakes. Some examples include omission of prepositions, incorrect choice of prepositions, and unnecessary use of prepositions. After collecting the examples, the sentences are analyzed in order to identify the main reasons for the mistakes. Error analysis is used as the main research method. This method helps identify repeated grammar problems and explain why they happen. The findings are also compared with previous studies related to Uzbek EFL learners. Through this process, recognizable patterns are identified.

## **ANALYSIS AND DISCUSSION**

Extract from student writing: “She arrived to school early.”

Analysis: In this sentence, the learner used the preposition “to” after the verb “arrived.” In English, the correct form is “arrived at school.” The mistake may happen because of direct translation from Uzbek.

Discussion: This example shows that learners may know the meaning of the verb but still use the wrong preposition. More contextual exercises may help students remember fixed grammar combinations.

Extract from student essay: “I am good in English.”

Analysis: The learner used “in” instead of “at.” The correct sentence is “I am good at English.” The error shows confusion between similar English prepositions.  
Discussion: Such mistakes are common because Uzbek grammar does not always require the same preposition patterns as English. Repetition and communicative tasks may improve learner understanding.

Extract from speaking activity: “We discussed about the project.”

Analysis: The verb “discuss” does not require the preposition “about.” The correct form is “We discussed the project.”

Discussion: This mistake may appear because learners overuse prepositions in order to sound more formal. Teachers should explain which verbs are followed directly by nouns without additional prepositions.

## **CONCLUSION**

The research showed that Uzbek learners often make mistakes while using English prepositions. The most common problems are wrong choice of prepositions, omission, and unnecessary use. Many errors are caused by the influence of the Uzbek language and direct translation.

The study also showed that error analysis is useful for understanding learner difficulties. The novelty of the research is connected with the focus on common preposition problems among Uzbek learners and the use of real learner examples. The results may help teachers improve grammar instruction and prepare more effective classroom activities. More contextual practice and communicative exercises may support better learning outcomes for students.

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