

PROBLEMS IN LEARNING UZBEK FOR EUROPEAN LANGUAGE LEARNERS

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ABSTRACT	KEYWORDS
This study explores the challenges faced by European language learners in acquiring Uzbek. It examines phonetic, grammatical, lexical, and cultural difficulties that arise due to structural differences between Uzbek and Indo-European languages. Particular attention is given to vowel harmony, agglutinative morphology, and the absence of articles, which contrast with European linguistic norms. Additionally, sociolinguistic factors, such as exposure to Uzbek language materials and native speaker interaction, are considered. The findings aim to provide insights for developing more effective Uzbek language learning strategies for European learners.	Uzbek language, European learners, phonetic difficulties, grammatical challenges, agglutinative structure, vowel harmony, second language acquisition, language learning strategies.

Introduction

For European language learners, a number of obstacles and problems may arise when learning Uzbek as a foreign language. These problems are related to the living environment, religious beliefs and cultural differences, and are especially manifested in the development of the following speech competencies:

1. **Phonetic and pronunciation problems** Some sounds of the Uzbek language are not found in European languages (for example, “q”, “g‘”, “x”). The stress system is different from European languages, which can cause difficulties in understanding and correct pronunciation.

2. Lexical and semantic differences

For European language learners, the Islamic-cultural meaning of some words in the Uzbek language (for example, “halol”, “haram”, “sawab”, “gunoh”) can cause difficulties in understanding.

Some words, even if they are close in meaning, are used differently depending on the context (for example, the words “guest” and “feast” can be understood differently in different cultures).

3. Grammatical problems

The agglutinative nature and word formation system of the Uzbek language differ from European languages, which can cause morphological difficulties.

Possessive suffixes, affixes, noun-noun combinations (for example, saying “shop book” instead of “book store”) can be used incorrectly.

Verb tenses, especially the conditional and alternative future tense, can be difficult for Europeans to understand.

When analyzing grammatical problems with detailed examples, the agglutinative system of the Uzbek language and its morphological features create difficulties for European learners. In Uzbek, affixes and suffixes are used to form the possessive forms of words, which creates difficulties for Europeans.

Let's consider the following examples:

1. Possessive suffixes. In Uzbek, there are possessive suffixes that indicate the possessive form of a word. For European learners, these suffixes can be ambiguous.

For example: Menim kitobim (my book)

Senin kitob (your book)

Unin yuyi (his/her house)

Incorrect use of possessive suffixes is common among Europeans, since in some languages (for example, English) there are specific differences in the expression of possession.

2. Affixes and word formation. In Uzbek, many affixes (suffixes) are used to form words. This is an agglutinative feature of the Uzbek language, and affixes are added to change the structure of the word.

For example: Teacher (teacher + -chi) - teacher

Kitobhon (book + -xona) - bookkeeper

Europeans may have difficulty placing these suffixes correctly, since English has a different mechanism for word formation.

3. Word order. Word order in Uzbek sometimes differs from European languages. For example, the expression "book store" is correct in Uzbek, but not in English (the expression "book store" is correct). Europeans may apply word order according to the rules of their language, which leads to grammatical errors.

4. Verb tenses. Verb tenses in Uzbek, especially the conditional and future subjunctive, can be difficult for Europeans to understand. In particular: If I had come, I would have met you. (Subjunctive)

If I had come, I would have seen you. (Future subjunctive)

These tenses are difficult to translate correctly into European languages, as some languages do not have such tenses as the conditional and future subjunctive.

Practical Theoretical Methods and Disadvantages

1. Practical methods:

Interactive teaching methods: Allows students to learn grammar rules together with the teacher and master them through practical exercises. Working with examples and involving students in dialogue helps to master grammar faster.

Grammar exercises in the appropriate context: European learners are advised to create different contextual situations and use different word forms when learning the grammatical rules of the Uzbek language.

2. Disadvantages:

Alternative structures: Some grammatical features can be difficult to translate correctly into European languages, as structural differences between languages must be fully taken into account.

The link between grammar and speaking competence: Europeans take a more logical approach to learning grammar, but may have difficulties understanding the social and cultural context of the Uzbek language and their practical application in speech.

At the same time, teaching grammatical rules through practical exercises can be an effective method for European language learners, as it helps them learn to use the language in simple situations.

4. Speech and pragmatic problems

In Uzbek culture, there are formal and informal forms of communication, and forms of respect differ from those in European languages (for example, the limit on the use of “you”, “you”).

While Europeans are accustomed to an “open” and individualistic style of communication, Uzbek often uses indirect or optional expressions (for example, saying “see you later” instead of “no” when rejecting an offer).

5. Cultural and religious differences

Some concepts may be universal in European languages, but in Uzbek, words and phrases related to religious and traditional values may be difficult to understand. For example, concepts such as “to pray”, “ramadan”, “ehson” may be incomprehensible to Europeans.

Which speech competencies are most problematic?

1. Listening comprehension: The phonetic system and accent of the Uzbek language are not familiar to Europeans, so it can be difficult to quickly understand sentences.
2. Speaking competence: Due to pronunciation and cultural differences, it is difficult to find the right expression and correctly apply the rules of grammar in speaking.
3. Written speech: Compared to European languages, Uzbek has a unique word order and morphology, which can make it more difficult to make mistakes in written speech.
4. Reading: The presence of Arabic, Persian, and Old Turkic words can make it difficult for Europeans to understand texts.

To overcome the above problems, it is necessary to provide a wider coverage of cultural contexts in teaching Uzbek as a foreign language, gradually develop speaking competences, and strengthen pragmatic communication through practical exercises.

The main speech competence problems that European language learners face when learning Uzbek as a foreign language are:

1. Listening comprehension problems

Reasons: In Uzbek, the stress usually falls on the last syllable, which is different from European languages (for example, in English, the stress can be different).

Some phonemes are new to Europeans, and they have difficulty distinguishing similar sounds.

Since the intonation and rhythm of words in European languages are different, it can be difficult to understand Uzbek speech when spoken quickly.

In particular: A European student may hear the sentence “I called” as “I called today” and have difficulty understanding it.

A European student may misunderstand the phrase “I like” (meaning “I like”) as the same as the English “I love you”.

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