

COMMON GRAMMAR MISTAKES UZBEK LEARNERS MAKE IN ENGLISH

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ABSTRACT

This article discusses three common grammatical mistakes made by Uzbek learners of English. The aim of this article is to explore word order, tenses, and prepositions mistakes and give solutions to avoid grammatical errors. In the following paragraphs, we will share information from both our experiences and collected materials about why Uzbek students make mistakes and solutions to prevent them..

Introduction. The majority of Uzbek learners face challenges in English in terms of word order, tenses, and prepositions. We will give examples of these mistakes and explain how to tackle these errors. This is really important for Uzbek learners to achieve high results in English. As every language has its own difficulties and influences the native language during the learning process, it can be addressed with the help of some techniques. Thus, we will give some instructions to avoid mistakes and decrease the number of errors for Uzbek learners in English.

Main body. Uzbek and English languages are different from each other. When Uzbek students learn English, their native language leads to mistakes. Therefore, several mistakes appear among them. Word order, tenses, and prepositions are some of the most common grammatical errors in English.

Word order.

Many Uzbek students come across difficulties with word order due to language interference. Word order is like this S+O+V in Uzbek, while it's like S+V+O in English.

I to go the hospital ✗

I go to the hospital ✓

Nurimbetova M referred, "Syntactic interference, moreover, arises due to the stark contrast in word order between English and Uzbek. English follows the Subject-Verb-Object (SVO) structure, whereas Uzbek typically follows a Subject-Object-Verb (SOV) order. Therefore, an Uzbek speaker might incorrectly say She book reads instead of She reads a book. This reversal can also be seen in question formation. English requires inversion (e.g., Do you like apples?), but Uzbek forms questions by simply adding a question particle (Sen olmani yoqtirasanmi?), which can lead to nonstandard English forms like You like apples? Moreover, relative clauses in Uzbek precede the noun they modify, while in English, they follow the noun. This structural difference can cause confusion and awkward sentence constructions among learners. For example, an Uzbek speaker might say I read the book that yesterday I bought rather than I read the book that I bought yesterday."

In order to solve this mistake, it would be better for Uzbek learners to read English articles. During reading, students can learn how to make correct sentences and notice their mistakes. Also, this method helps to improve students' ability to make advanced sentences and use vocabulary like native speakers.

According to Khurramova F, “Errors are the most difficult to correct, because not only are you providing a correction, you are also providing the knowledge necessary to fill the student’s gap in understanding. Errors should always be corrected; however, you need to be very careful about when and how to correct them.”

Tenses.

There are only three tenses in Uzbek, whereas English consists of more than twelve tenses. So, Uzbek learners have difficulties in terms of tenses, especially in using different auxiliary verbs in every tense and changing verb forms.

Yesterday, I have watching TV ✗

Yesterday, I was watching TV ✓

He worn a red hat last Sunday ✗

He wore a red hat last Sunday ✓

Daniqulova N said, “Verb tenses also present significant challenges. Uzbek does not have perfect tenses, and this lack leads to confusion in the usage of present perfect and past perfect tenses. For example, students often say I have seen her yesterday or I was gone to the market as a result of trying to apply Uzbek temporal logic to English structures.”

It is suggested that Uzbek students memorize all auxiliary verbs and irregular verbs to avoid these mistakes. Also, it is important to practise them. Making sentences and using them in writing and speaking is effective for mastering sentence structure. Yakubova G stated, “When developing exercises aimed at preventing interference, an important point is the identification of discrepancies in the form and functioning of similar linguistic phenomena in the native and studied languages and the demonstration of these discrepancies, which contributes to the recognition of differences in the systems of two languages.”

Prepositions.

Uzbek relies on case endings and postpositions, while English uses prepositions. Uzbek uses a single suffix -da for time, place, and direction. However, several prepositions are used such as in, on, at in English.

In school ✗ → at school ✓

On 2025 ✗ → in 2025 ✓

At South ✗ → in South ✓

In addition to this, in English many verbs and adjectives require particular prepositions that do not match Uzbek structures.

Listening with ✗ → listening to ✓

Consist in ✗ → consist of ✓

Aware at ✗ → aware of ✓

Students are advised not to translate sentences directly from Uzbek into English but to learn and practise prepositions through exercises. “Teachers should provide ample input through collocation lists, prepositional phrase practice, and error analysis exercises. Encouraging students to keep personal ‘preposition journals’ where they note expressions from authentic texts can also build long-term retention,” Zokirova M said.

Conclusion.

Word order, tenses, and prepositions are common grammar mistakes among Uzbek students. Learning them thoroughly and practising regularly helps prevent these mistakes. Every language has challenges during the learning process. But learners should not give up. They ought to work hard on themselves. If grammar mistakes are reduced, it will be beneficial for all skills.

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