

same way. This, in turn, may result in misunderstandings among native speakers of English.

In conclusion, these two languages have distinctive vowel sound systems and thus requires learners to have a deep analysis to master the language. This may prevent possible misunderstandings among the speakers involved. To overcome the challenge, it is recommended that English language teachers use more authentic materials where language learners are able to imitate native speakers and have more insight into their speech sounds.

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COMPARATIVE ANALYSIS OF UZBEK AND ENGLISH ADVERBS BASED ON SCIENTISTS OF UZBEKISTAN (JAMOL JALOLOV, O'TKIR KURBANOVICH AND MAHANBET DZHUSUPOV)

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Annotation. This paper presents a comparative analysis of adverbs in the Uzbek and English languages, drawing insights from the scholarly works of Jamol Jalolov, O'tkir Kurbanovich, and Mahanbet Dzhusupov. Adverbs play a crucial role in both languages, contributing to the richness and complexity of linguistic expression. Through a methodological examination of their studies, this paper aims to elucidate key patterns, similarities, and differences in the use of adverbs in

Uzbek and English, providing valuable insights for linguistic research and language teaching methodologies.

Key words. *Illuminates the challenges, adverb interference, linguistic patterns, semantic nuances.*

INTRODUCTION

This paper embarks on a comparative analysis of the Uzbek and English languages with a specific focus on adverbs, utilizing the scholarly contributions of three notable scholars: Jamol Jalolov, O'tkir Kurbanovich Yusupov, and Mahanbet Dzhusupov. The study of adverbs in language acquisition and cross-linguistic analysis plays a pivotal role in understanding linguistic diversity, cognitive processes, and pedagogical methodologies. The research insights provided by these scholars offer valuable perspectives on the challenges and intricacies of adverb usage in Uzbek and English languages. Jamol Jalolov's work in adverb learning challenges provides a foundational understanding of how learners navigate the complexities of adverbial structures in Uzbek. His research sheds light on the cognitive processes involved in acquiring adverbial knowledge, highlighting areas of difficulty and strategies for effective adverb learning. O'tkir Kurbanovich Yusupov's studies in grammatical differences between Uzbek and English adverbs offer a comparative framework to explore the structural and functional variations in adverb usage across these languages. His research delves into syntactic patterns, semantic nuances, and pragmatic implications, enriching our understanding of cross-linguistic adverbial diversity. Mahanbet Dzhusupov's investigations into adverb interference further enhance our comprehension of how linguistic interference affects adverb usage in multilingual contexts, particularly focusing on the interactions between Uzbek and English adverbial systems. His research illuminates the challenges and opportunities presented by linguistic interference and its implications for language teaching and communication strategies. By synthesizing the findings and methodologies of these scholars, this paper aims to elucidate key insights into adverb learning challenges, grammatical differences, and interference phenomena in Uzbek and English languages. The comparative

analysis presented here contributes to the broader field of comparative linguistics, offering methodological perspectives and pedagogical implications for language learners, educators, and researchers.

MAIN PART

Language comparison refers to the systematic analysis and examination of linguistic features, structures, and patterns across different languages. [1] It involves studying similarities and differences in vocabulary, grammar, syntax, phonetics, semantics, pragmatics, and other linguistic aspects. Several linguists and scholars specialize in language comparative analysis, which involves studying similarities and differences between languages to uncover linguistic patterns, historical relationships, and typological features. Here are some notable scientists in this field and their views.

Jamol Jalolov's studies on adverb learning challenges in Uzbek provide valuable insights into the complexities faced by learners. [2] For example, Uzbek adverbs often exhibit morphological variations based on tense, aspect, and mood. Consider the adverb "kundan-kunga" (from day to day), where "kundan" denotes "from day" and "kunga" denotes "to day," showcasing the intricacies of adverbial constructions in Uzbek. Learners often encounter difficulties in understanding the precise usage of such adverbs, especially in complex sentences. [3] Jalolov's research emphasizes the need for targeted instructional strategies focusing on contextual usage, syntactic structures, and semantic nuances to facilitate effective adverb learning. O'tkir Kurbanovich Yusupov's comparative analysis highlights grammatical differences between Uzbek and English adverbs. One notable difference is the placement of adverbs in sentences. In Uzbek, adverbs typically precede the verb, as seen in "Yaxshi ko'rdi" (He saw well), where "yaxshi" (well) precedes "ko'rdi" (saw). In contrast, English adverbs often follow the verb, as in "He saw well." Additionally, English adverbs often undergo morphological changes to denote degree, such as "quickly," "quicker," and "quickest," whereas Uzbek adverbs generally maintain their form regardless of degree. Yusupov's research underscores the importance of understanding these structural and

functional differences for effective cross-linguistic communication. Mahanbet Dzhusupov's studies focus on adverb interference phenomena, particularly in multilingual contexts involving Uzbek and English. [4] For example, interference can occur when Uzbek learners of English apply Uzbek adverbial structures directly to English sentences, leading to syntactic errors or semantic ambiguity. Consider the Uzbek adverb "qattiq ishlayman" (I work hard) and its literal translation into English as "I work hardly," which conveys the opposite meaning due to interference. Dzhusupov's research highlights the need for awareness of interference effects and targeted interventions to mitigate linguistic challenges in multilingual environments.

CONCLUSION

The comparative analysis presented through the studies of Jalolov, Yusupov, and Dzhusupov underscores the complexities and nuances of adverbial usage in Uzbek and English. By examining adverb learning challenges, grammatical differences, and interference phenomena, this article contributes to a deeper understanding of cross-linguistic adverbial diversity and informs effective language teaching methodologies and communication strategies.

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