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THE COMPARISON OF ENGLISH ARTICLES TO THE UZBEK LANGUAGE

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Annotation: This article analyzes the differences and similarities between the English article system and the Uzbek language. English possesses a grammatical category of articles represented by *a, an,* and *the*, while Uzbek does not contain formal grammatical articles. The study investigates how meanings such as definiteness and indefiniteness are expressed in Uzbek through contextual, lexical, and syntactic means. The article also examines the linguistic difficulties Uzbek learners face while acquiring English articles and discusses translation problems caused by structural differences between the two languages. The research demonstrates that English expresses definiteness grammatically, whereas Uzbek relies mainly on semantics and discourse context.

Keywords: English articles, Uzbek language, definiteness, indefiniteness, grammar comparison, contrastive linguistics, article system, translation studies, ESL learners, linguistic analysis.

Introduction: Language serves not only as a tool of communication but also as a reflection of cultural, cognitive, and grammatical systems developed within a speech community. Every language organizes meaning differently through its own grammatical structures and linguistic categories. One of the most noticeable distinctions between English and Uzbek grammar can be observed in the category of articles and the expression of definiteness. The English language possesses a highly developed article system that plays a crucial role in sentence formation and communication. Articles such as *a, an,* and *the* function as determiners and help speakers identify whether a noun refers to something specific, non-specific, previously mentioned, or universally known. The correct use of articles contributes not only to grammatical accuracy but also to clarity of meaning in both spoken and written discourse. In contrast, the Uzbek language, which belongs to the Turkic language family, does not contain articles as an independent grammatical category. Uzbek nouns can appear without any equivalent grammatical markers, and meanings related to definiteness or indefiniteness are generally understood through contextual interpretation, lexical devices, demonstrative pronouns, intonation, and word order. Despite the absence of articles, Uzbek speakers successfully communicate similar semantic meanings through alternative linguistic mechanisms. The absence of articles in Uzbek creates an important area of study in comparative linguistics and second-language acquisition. For Uzbek learners of English, articles represent one of the most difficult grammatical topics because learners are required to acquire structures that do not exist in their mother tongue. As a result, article misuse, omission, and overgeneralization are common in the speech and writing of Uzbek learners. Many students experience difficulty distinguishing between definite and indefinite reference, especially in situations where Uzbek relies solely on context. From the perspective of contrastive linguistics, the comparison of English and Uzbek provides valuable insight into how languages encode meaning differently. English tends to grammaticalize definiteness through fixed article forms, whereas Uzbek relies more heavily on semantic interpretation and pragmatic understanding. Such structural differences demonstrate that languages may express identical communicative functions through entirely different grammatical systems. Moreover, the issue of article usage is highly important in translation studies. Since Uzbek lacks direct equivalents for English articles, translators often face difficulties preserving shades of meaning related to

specificity, familiarity, and reference. In many cases, the translator must interpret contextual clues rather than translate articles literally. Therefore, studying the relationship between English articles and Uzbek grammar contributes not only to theoretical linguistics but also to practical translation methodology. Another important aspect of this topic is its pedagogical significance. Understanding the similarities and differences between English and Uzbek grammar can help teachers develop more effective instructional methods for Uzbek-speaking learners. Through comparative analysis, learners become more aware of the functional role of English articles and the semantic distinctions they create in communication. Such awareness may reduce grammatical interference from the native language and improve overall language proficiency. In modern linguistics, comparative grammatical studies are essential because they help researchers identify universal and language-specific features of human language. The comparison of English articles with Uzbek grammatical structures contributes to broader discussions in morphology, syntax, semantics, and applied linguistics. It also highlights the importance of context in meaning construction and demonstrates how different languages solve similar communicative tasks using different linguistic strategies.The purpose of this article is to analyze the English article system in comparison with the Uzbek language, identify their major grammatical and semantic differences, examine methods of expressing definiteness and indefiniteness in Uzbek, and discuss the challenges faced by Uzbek learners of English. The study also aims to explore the implications of these differences for language teaching, translation, and linguistic research.

Methodology

The present research is based on comparative and descriptive linguistic methods. The study compares grammatical structures in English and Uzbek related to definiteness and indefiniteness. Various examples from grammar textbooks, academic sources, and authentic language materials were analyzed in order to identify similarities and differences between the two languages.

The methodology includes:comparative grammatical analysis; descriptive linguistic observation; semantic analysis;translation comparison; analysis of learner errors among Uzbek students studying English. Examples were selected from both English and Uzbek to demonstrate how each language expresses specific and non-specific meanings. Special attention was given to the role of context, demonstrative pronouns, numerals, and lexical elements in Uzbek.

Literature Review

The grammatical category of articles has been extensively studied by linguists and grammarians. According to Quirk et al. (1985), articles belong to the system of determiners in English grammar and function as markers of definiteness and indefiniteness. Swan (2005) states that articles are among the most difficult grammatical elements for non-native speakers because their usage depends heavily on context and shared knowledge. From the perspective of contrastive linguistics, languages differ considerably in how they express reference and specificity. English belongs to the group of languages with a developed article system, whereas Uzbek, as a Turkic language, lacks grammatical articles. Researchers of Uzbek grammar note that Uzbek expresses definiteness through lexical and contextual means rather than grammatical markers. Words such as *bir*, *bu*, and *o‘sha* often perform functions similar to English articles in specific communicative situations. Several studies related to second-language acquisition indicate that learners whose native languages lack articles experience substantial difficulties in mastering English article usage. According to Ionin (2003), article errors frequently result from native language interference and misunderstanding of definiteness concepts. Furthermore, translation scholars emphasize that article meanings are not always directly transferable between

languages. Translators must rely on context to preserve meaning accurately when translating between English and Uzbek.

Results and Discussion

The English Article System-English has two types of articles,definite article (*the*);indefinite articles (*a/an*).Articles are used before nouns and help identify whether the noun refers to something known or unknown.

Indefinite ArticlesThe indefinite articles *a* and *an* are used: with singular countable nouns; when the noun is mentioned for the first time;when the object is non-specific.

Examples:*I saw a dog.She bought an umbrella.*The choice between *a* and *an* depends on pronunciation:*a university an apple*. Definite Article-The definite article *the* is used:when the noun is specific;when both speaker and listener know the object;with unique objects; when the noun has been mentioned previously. Examples:*The sun is shining.I cleaned the room.The teacher entered the classroom.*Thus, English articles perform an essential grammatical function.

2. The Absence of Articles in Uzbek unlike English, Uzbek nouns generally appear without articles.Examples: *Men kitob sotib oldim.Talaba darsga keldi.*These sentences may correspond to different English meanings:*I bought a book.I bought the book.*The exact meaning depends on communicative context. This demonstrates that Uzbek relies less on grammatical markers and more on semantic interpretation.

3. Expression of Indefiniteness in Uzbek:Although Uzbek does not possess indefinite articles, the word *bir* often functions similarly to *a/an*.[1]Examples:*Bir odam meni chaqirdi.Bir qiz eshikni ochdi.*English equivalents:*A man called me.A girl opened the door.*
However, bir differs from English articles because:it can mean the numeral “one”; it is optional;it is not grammatically required.Therefore, Uzbek does not possess a true indefinite article.

4. Expression of Definiteness in Uzbek.English uses the to indicate[2] definiteness, while Uzbek conveys definiteness through:context;demonstrative pronouns;possessive forms;word order.

Examples:Bu kitob qiziq. → This/The book is interesting.O‘sha odam keldi. → The man came. In many situations, definiteness is understood naturally without explicit markers.

5. Zero Article Usage

English also contains situations where no article is used, known as the [3]“zero article.”Examples: Books are useful.Water is important.Tashkent is beautiful.Uzbek naturally functions without articles:Kitoblar foydali.Suv muhim.Toshkent chiroyli.Because Uzbek commonly omits grammatical markers, learners often struggle to determine when English requires articles and when it does not.

6. Translation ProblemsTranslation between English and Uzbek frequently creates [4]difficulties because article meaning is not always directly expressed in Uzbek.

Example:The doctor is waiting.Possible Uzbek translations:Shifokor kutyapti.O‘sha shifokor kutyapti.Similarly:Men mashina sotib oldim.Possible English translations:I bought a car.I bought the car.The translator must rely on context to preserve the intended meaning.

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[1] Mahmudov N. ***O‘zbek Tilining Nazariy Grammatikasi.*** **Toshkent, 2018. – P. 112.**
[2] Quirk R., Greenbaum S. ***A Comprehensive Grammar of the English Language.*** **London: Longman, 1985. – P. 265.**
[3] Swan M. ***Practical English Usage.*** **Oxford University Press, 2005. – P. 70.**
[4] Richards J. C., Schmidt R. ***Longman Dictionary of Language Teaching and Applied Linguistics.*** **Pearson Education, 2010. – P. 589.**

7. Common Errors Among Uzbek Learners: Uzbek learners commonly experience the[5] following article-related difficulties:Article Omission.Incorrect:I bought book.Correct:I bought a book.Overuse of "The"Incorrect:*The Uzbekistan is beautiful.*Correct:*Uzbekistan is beautiful.*Confusion Between "A" and "The"Incorrect:*I saw the dog yesterday.*(first mention).Correct:*I saw a dog yesterday.*These errors result primarily from interference [6]from the native language.

8. Linguistic Interpretation. From a linguistic perspective, English grammaticalizes definiteness,[7] while Uzbek expresses it semantically. English depends on:formal grammatical markers;determiner systems;noun phrase structure. Uzbek depends mainly on:communicative context;lexical meaning;pragmatic interpretation.

Therefore, both languages express similar concepts through different linguistic mechanisms.

9. Pedagogical Implications. [8]Teachers working with Uzbek learners should focus on: explaining the concept of definiteness; teaching article usage through context; comparing English and Uzbek structures; providing communicative practice; correcting common learner errors.Useful teaching methods include:contrastive analysis; visual explanations; storytelling activities;translation exercises;contextual speaking tasks.Understanding differences between the two languages can significantly improve learners' grammatical accuracy.

Conclusion

The comparison between English articles and the Uzbek language reveals fundamental grammatical and semantic differences. English uses articles as obligatory grammatical markers to express definiteness and indefiniteness, whereas Uzbek conveys similar meanings through context, lexical elements, demonstrative pronouns, and sentence structure.Although Uzbek lacks a formal article system, speakers can still communicate specificity and reference effectively. However, this structural difference creates major difficulties for Uzbek learners of English, especially in speaking, writing, and translation.The findings of this study demonstrate the importance of contrastive linguistic analysis in language teaching and translation studies. A deeper understanding of article usage can help teachers develop more effective teaching strategies and assist learners in overcoming common grammatical errors.

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