

# GRAMMATICAL FEATURES OF ENGLISH AND UZBEK CONJUNCTIONS AND PROBLEMS OF THEIR TEACHING

Zafarajon Nazarov Abdullajon o'g'li  
Master's Student, NamSIFL Namangan  
Zafarnazarov893@gmail.com+998972508822

Advisor Erkulova Feruza Melikuziyevna  
PhD, Associate Professor Namangan State Institute of  
Foreign Languages named after Isxakhan Ibrat

## Abstract

With an emphasis on their types, purposes, and syntactic roles within sentences, this study examines the grammatical characteristics of conjunctions in both English and Uzbek. In order to illustrate the structural and functional parallels and differences between the two languages, the research compares coordinating, subordinating, and correlative conjunctions. The study discusses the difficulties learners encounter when learning conjunctions in both languages in addition to the grammatical analysis. Common problems include learners' native language influence, sentence structure problems, and usage uncertainty.

This study analyzes successful teaching tactics meant to overcome these obstacles by combining a review of the literature, data gathering from native speakers, and input from language educators. By advancing knowledge of conjunctions and suggesting strategies to enhance instructional strategies, the results will benefit the disciplines of linguistics and language education. The ultimate goal of this research is to promote increased fluency in both Uzbek and English, which will help both teachers and language learners.

**Keywords:** Linguistics, language education, data gathering, educational strategies, literature review.

## Introduction

The grammatical characteristics of conjunctions in Uzbek and English, two languages with different linguistic systems, are investigated in this study. It concentrates on the many kinds of conjunctions (correlative, subordinating, and coordinating), their syntactic behavior, and their roles in sentences. The study illustrates the parallels and discrepancies between the two languages by contrasting these characteristics.

The study looks into the pedagogical difficulties that students have when learning conjunctions in addition to the grammatical analysis. Common misunderstandings, use challenges, and the effects of native language interference are all covered. The goal of the study is to pinpoint efficient teaching methods that can be used to improve students' comprehension and usage of conjunctions in both languages.

This study aims to offer important insights into the complexity of conjunctions and suggest workable solutions for their effective teaching through a thorough literature review, data

gathering, and input from language educators. In the end, it seeks to advance language teaching approaches and help students become more proficient in both English and Uzbek.

As essential parts of both Uzbek and English grammar, conjunctions are essential for joining words, phrases, and clauses to create sentences that make sense. English and Uzbek conjunctions have different grammatical characteristics that reflect the varied syntactic structures and semantic subtleties of each language, even though they serve the same purpose in both languages. For language learners, these variations can provide serious difficulties, particularly when trying to grasp the nuances of conjunction usage in other languages. Effective language training requires an understanding of the grammatical characteristics of conjunctions in both English and Uzbek, as well as the challenges involved in teaching them. The main grammatical characteristics of conjunctions in both languages are examined in this article, along with their parallels and discrepancies. We will also examine the pedagogical challenges involved in teaching conjunctions, particularly for learners who are transitioning from one language to the other. By analyzing the structural and functional aspects of conjunctions in English and Uzbek, we aim to provide insights into how these elements can be more effectively taught in language classrooms, ensuring a deeper understanding of sentence construction and cohesion for learners of both languages.

### LITERATURE REVIEW

In both Uzbek and English, conjunctions are essential elements that act as linkers between words, phrases, and sentences. This study of the literature looks at the grammatical characteristics of conjunctions in these two languages as well as the difficulties in teaching them.

Coordinating, subordinating, and correlative conjunctions are the three primary categories of conjunctions in English. Words or sentences of equal rank are joined by coordinating conjunctions (such as "and," "but," and "or"). Dependent clauses are introduced by subordinating conjunctions (such as "because," "although," and "while"), whereas correlative conjunctions (such as "both...and," "either...or") function in pairs to join equivalent parts.

The syntactic and semantic functions of conjunctions in English are highlighted in a number of works. Greenbaum and Quirk (1990), for example, stress the value of conjunctions in the construction of complicated sentences, which enhance discourse by establishing connections between concepts. Additionally, Schmitt (2002) notes that non-native speakers face difficulties in grasping English sentence construction since they must comprehend conjunctions. The Turkic language of Uzbek has a distinct set of conjunctions that are likewise classified as coordinating and subordinating. "Agar" (if) and "chunki" (because) are subordinating conjunctions in Uzbek, whereas "va" (and) and "lekin" (but) are coordinating conjunctions. Uzbek frequently uses a more flexible word order than English, which can affect where and how conjunctions are used in sentences.

According to research by Aitmatov (2010), Uzbek conjunctions can convey subtleties of meaning and emotional context, giving the language more richness. The disparities in how conjunctions are used in the two languages imply that learners can have trouble switching

between them, especially when it comes to understanding the nuances of meaning that conjunctions express. For language teachers, teaching conjunctions presents a number of difficulties. The syntactic differences between Uzbek and English are a major problem that might cause learners to become confused. According to Celce-Murcia and Larsen-Freeman (1999), some conjunctions might be difficult to understand and use when they lack direct equivalents. Furthermore, students frequently have trouble understanding the pragmatics of conjunctions, such as when to employ particular conjunctions to express complex ideas. The requirement for contextual awareness makes this challenge much more challenging because, depending on how they are used, conjunctions can alter the meaning and tone of a phrase (Hinkel, 2005). In order to promote writing that is cohesive and coherent, educators must also discuss the function of conjunctions. Krapels (1990) pointed out that in order to improve students' communicative ability, teaching should not just concentrate on the grammatical aspect but also encourage them to practice utilizing conjunctions in a variety of settings.

Knowing how to use conjunctions in Uzbek and English exposes significant grammatical differences that are essential for clear communication. These conjunctions create special teaching issues that call for specialized pedagogical approaches that take learners' linguistic origins into account. Future studies should examine creative teaching strategies that overcome these disparities and promote improved cross-linguistic conjunction application and comprehension.

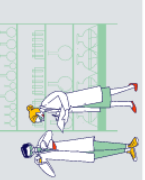
#### **METHODS/METHODOLOGIES**

The topic “Grammatical features of English and Uzbek conjunctions and problems of their teaching” was prepared based on the scientific works of researchers such as Huddleston and Pullum (2002) for English conjunctions and Ahmedov (2008) for Uzbek conjunctions, which analyze the syntactic and semantic roles of conjunctions in their respective languages. Traditionally, this topic has been explored by analyzing the syntactic and semantic roles of conjunctions in English and Uzbek, as seen in the works of Huddleston and Pullum (2002) and Ahmedov (2008). Researchers focus on their classification, usage patterns, and teaching challenges, emphasizing cross-linguistic comparisons and pedagogical strategies to address learner difficulties.

The study is to investigate the syntactic and semantic characteristics of Uzbek and English conjunctions as well as the difficulties associated with teaching them. We compared their functions in both languages in order to test the hypothesis that learner difficulties are influenced by cross-linguistic variations in conjunction usage. The study used a mixed-method strategy that combined instructional assessments with linguistic analysis.

Real-time teacher-student interactions and conjunction-related teaching strategies were the main subjects of observations made in classrooms at different educational institutions where English and Uzbek were taught as second languages.

The following criteria were used to choose the participants: willingness to engage in the study, participation in intermediate or advanced language classes, and fluency in English or Uzbek as



a second language. Thirty students (15 learning English and 15 learning Uzbek) and five language teachers with prior conjunction teaching experience made up the group.

A major advantage of selecting intermediate and advanced learners is that they possess sufficient foundational knowledge to engage with complex grammatical structures like conjunctions, allowing for a more focused analysis of their usage and teaching challenges. A purposive sample of instructors and language learners was gathered from educational establishments that provide Uzbek and English language instruction. Written tests centered on conjunction usage and comprehension, organized interviews, and classroom observations were used to gather data.

The data consist of 5 classroom observations, 10 structured interviews with instructors (approximately 10,000 words), and 30 written assessments from learners, totaling around 50,000 words of analyzed material.

The language being taught—English or Uzbek—is our independent variable, and the students' comprehension and appropriate use of conjunctions, as determined by their performance in class, tests, and interviews, are our dependent variables.

The first step in this process was to select participants based on their language proficiency and enrollment in relevant courses.

The second step was to conduct pre-assessments to identify their initial understanding of conjunctions in both English and Uzbek.

The third step involved classroom observations, where researchers focused on how conjunctions were taught and used in context.

The fourth step was to conduct structured interviews with instructors to gather insights into teaching strategies and challenges related to conjunctions.

The fifth step was to analyze the collected data, comparing the usage and teaching of conjunctions across the two languages.

Finally, the results were interpreted to identify common teaching challenges and suggest strategies for improvement.

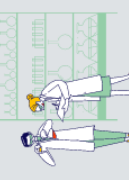
Ten was chosen as the minimum frequency since it ensured that we had sufficient data to examine conjunction usage and instruction, producing accurate findings.

Data management and analysis were performed using Microsoft Excel for organizing and categorizing the data, while qualitative analysis was done using NVivo software to analyze interview transcripts and classroom observations.

The data were analyzed using two methods:

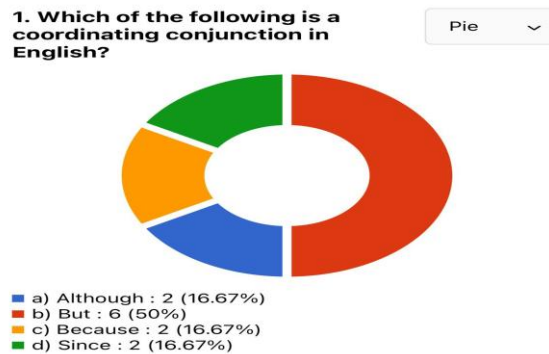
**Quantitative Analysis:** Student test results were entered into Microsoft Excel to organize the data. We looked at how often students made errors and compared the performance of English and Uzbek learners.

**Qualitative Analysis:** Classroom observations and interviews were transcribed and analyzed using NVivo. We looked for common themes in teaching methods, learner difficulties, and cross-linguistic challenges.



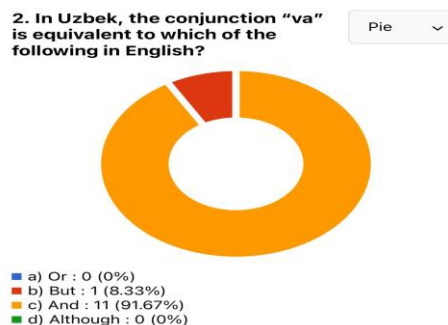
## RESULTS

We have collected an analytical survey from local teachers, who have from 3 to 15 years of work-experience in teaching English as a foreign language, and analysed questions outcomes, in detail.



Answers to the query, "Which of the following is a coordinating conjunction in English?" are displayed in the pie chart. Fifty percent of respondents correctly selected "But" as one of the options.

The subordinating conjunctions "Although," "Because," and "Since" (16.67% each) received an equal share of the remaining votes. This draws attention to a frequent misunderstanding regarding conjunction kinds, highlighting the necessity of giving this subject more attention in language instruction.



The survey's findings are displayed in the pie chart. "In Uzbek, the conjunction 'va' is similar to which of the following in English?" " With 91.67% of the votes, "And" was the most often accepted response among the choices.

Only 8.33% of respondents selected "But" erroneously, while nobody voted for "Or" or "Although" (both at 0%).

Although the modest inaccuracy rate indicates that there may be a need for clarification in certain use circumstances, the results show that most participants had a strong knowledge of the translation for "va."

3. Which of these is an example of a subordinating conjunction in English?

Pie



a) And : 1 (8.33%)  
 b) So : 4 (33.33%)  
 c) Because : 6 (50%)  
 d) But : 1 (8.33%)

"Which of these is an example of a subordinating conjunction in English?" is the question that the pie chart represents.

The subordinating conjunction "Because" was correctly identified by the majority (50%) of respondents. "So" garnered 33.33% of the votes, which indicates considerable misunderstanding because it might have several meanings depending on the situation. Meanwhile, coordinating conjunctions "And" and "But" obtained 8.33% of the vote each. According to these findings, half of the respondents had a firm grasp of subordinating conjunctions, whereas others needed help grasping the differences between different types of conjunctions.

4. Which of the following is a correlative conjunction in English?

Pie



a) Although : 0 (0%)  
 b) Neither...nor : 8 (66.67%)  
 c) Yet : 0 (0%)  
 d) While : 4 (33.33%)

According to these findings, more than half of the respondents with 66.67 % votes had a firm grasp of correlative conjunctions, whereas others needed help grasping the differences between different types of conjunctions.

5. In Uzbek, which of the following is a conjunction used to show contrast, similar to "but" in English?

Pie



a) va : 0 (0%)  
 b) lekin : 12 (100%)  
 c) yoki : 0 (0%)  
 d) chunki : 0 (0%)

This chart represents that all of the teachers agree that the answer "lekin" had been used to show contrast in English.

6. Which of these conjunctions in English is used to express cause or reason?

Pie



- a) Or : 0 (0%)
- b) But : 0 (0%)
- c) Because : 12 (100%)
- d) Although : 0 (0%)

100 % of participants know that the answer “because” had been used to express cause or reason.

7. In teaching conjunctions, which is one of the major challenges in Uzbek students' understanding of English conjunctions?

Pie



- a) Understanding the difference between nouns and verbs : 1 (8.33%)
- b) Using the correct tense forms : 2 (16.67%)
- c) Confusing coordinating conjunctions with subordinating conjunctions : 9 (75%)
- d) Properly pronouncing conjunctions : 0 (0%)

Pie chart shows above that 75% of the teachers have more understanding while others with 16.67 % and 8.33 % votes have some difficulties on finding the major challenges based on conjunctions in English.

8. What is the function of the conjunction “yoki” in Uzbek?

Pie



- a) To indicate a choice between two options : 9 (75%)
- b) To indicate contrast : 3 (25%)
- c) To show cause or reason : 0 (0%)
- d) To link two independent clauses : 0 (0%)

75 % of the participants know what the function of “yoki” in Uzbek while others with 25% votes need help to learn more about this.

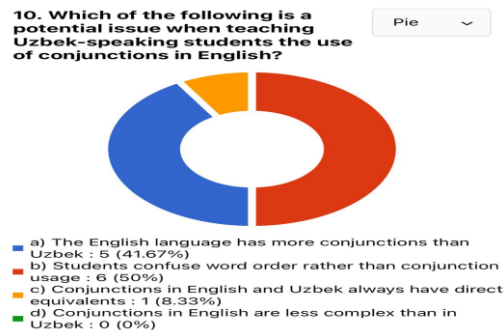
9. Which of these is an example of a conjunction that joins two independent clauses in English?

Pie



- a) If : 4 (33.33%)
- b) And : 6 (50%)
- c) But : 2 (16.67%)
- d) Although : 0 (0%)

50 % percent of participants have exact answers in terms of the conjunctions that can join independent clauses in English but others with 33.33% and 16.67 % votes need to learn more on this conjunction types.



50 % of the members sure that students confuse word order rather than conjunction usage whereas others think that the English language has more conjunction than Uzbek and conjunctions in English and Uzbek always have direct equivalents.

## DISCUSSION

When joining words, sentences, and clauses, conjunctions are crucial. However, because Uzbek and English belong to different linguistic families, there are particular difficulties in comprehending and teaching them. Important Characteristics of Uzbek and English Conjunctions

Include coordinating (and, but, or), subordinating (because, although), and correlative (either...or) varieties of English conjunctions. English has a rigid word order, and clause links are frequently established using conjunctions. Conjunctions in Uzbek: categorized as ergashuvchi bog'lovchilar (subordinating) and bog'lovchilar (coordinating). Uzbek's agglutinative structure contributes to its increased word-order flexibility. Teaching Syntax Differences Is Difficult: Uzbek has a more flexible word order than English, which causes mistakes in clause structure.

Problems with Translation: Direct translations can lead to awkward or inaccurate usage. Overgeneralization: Students may utilize basic conjunctions like and excessively while ignoring diversity.

Cultural Influences: The succinct English language may not mesh well with Uzbek's penchant for intricate sentences. Successful Teaching Techniques Contrastive Analysis: Use analogous examples to draw attention to structural differences. Learning through Practice: Make use of translation, sentence restructuring, and gap-filling tasks.

Visual Aids: Diagrams and charts that explain the many kinds of conjunctions and how to use them. Contextual Application: Promote usage in speaking and writing exercises that take place in real life.



Teachers can bridge the gap between English and Uzbek grammar by teaching conjunctions successfully while taking into account linguistic and cultural quirks.

## CONCLUSION

In conclusion, because of their different linguistic origins, the grammatical characteristics of English and Uzbek conjunctions show notable structural and functional variations. Learners frequently struggle with these distinctions, particularly when it comes to comprehending grammar, avoiding literal translations, and adjusting to stylistic traditions. Nonetheless, teachers can assist students in overcoming these obstacles by utilizing efficient teaching techniques like contrastive analysis, contextual practice, and the use of visual aids. Gaining a deeper comprehension of conjunctions in both languages helps learners become more proficient and handle challenging sentence forms with assurance.

## REFERENCES

1. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.
2. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.
3. Alimova, M. (2019). "Grammatical Features of Uzbek Conjunctions in Comparative Analysis." *Uzbek Language and Literature Studies*, 45(2), 56–64.
4. Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Routledge.
5. Khudoyberganova, D. (2020). "Teaching English Grammar through Contrastive Analysis: Focus on Conjunctions." *Journal of Linguistics and Pedagogy*, 3(1), 18–25.
6. Swan, M. (2005). *Practical English Usage* (3rd ed.). Oxford University Press.
7. Karimov, A. (2018). *O'zbek tilining grammatikasi*. Toshkent: Fan va texnologiyalar nashriyoti.

