

FREEDOM OF SPEECH IN THE UZBEK LANGUAGE AND THE PROBLEM OF INTERFERENCE IN TEACHING THE SOV MODEL IN JAPANESE

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Abstract

This article examines the difficulties that arise in teaching Japanese syntax to Uzbek-speaking learners. The relative freedom of word order in the Uzbek language and the fact that meaning is mainly expressed through case markers contrast with the more structurally fixed syntactic model of Japanese. This difference often leads to linguistic interference in the learning process. In particular, errors related to the theme–rheme structure, the use of the particles wa (は) and ga (が), and the positioning of sentence elements are analyzed through specific examples. The study employs a comparative analytical method to examine the syntactic features of Uzbek and Japanese. Based on the findings, methodological recommendations are proposed to improve the effectiveness of teaching Japanese in the Uzbek educational context.

Keywords: Japanese language, Uzbek language, syntax, word order, linguistic interference, theme–rheme structure, particles, teaching methodology.

Introduction

One of the important factors in modern language teaching methods is to take into account the features of the student's native language. Linguistic differences, especially in the teaching of structurally similar but functionally different languages, have a significant impact on the learning process. The fact that Uzbek and Japanese are among the agglutinative languages and the presence of the owner-complementary-cross-sectional (SOV) model in gap construction show their external similarity. However, there are important differences in the internal mechanisms of the syntactic system.

In the Uzbek language, the arrangement of sentence fragments is relatively free, and grammatical relations are expressed mainly by consensual suffixes. Therefore, the role of components in the sentence does not have a drastic effect on meaning. In Japanese, however, prepositions play an important role, but the syntactic structure of a sentence and the expression of the tema–rema relationship are based on a more rigorous system. Changes in word order often impart pragmatic or stylistic meaning. Practical observations show that in the process of learning Japanese in an Uzbek audience, students often show a tendency to transfer the free syntactic model of their native language into Japanese. As a result, the communicative center of the sentence is misplaced, errors occur in the application of loads, and speech naturalness decreases. This makes it necessary to study this issue methodologically. In this context, the study focuses on the analysis of the issue of effective teaching of the syntactic system of the Japanese language to Uzbek-speaking students. On the basis of comparative study of language systems, it is aimed to develop methodological approaches to improve the educational process.



Uzbek and Japanese are typologically agglutinative languages. In both languages, grammatical meaning is expressed through suffixes or prepositions, and in sentence construction, the possessive–complementary–cross-sectional (SOV) model is represented as the main syntactic pattern.

For example:

Uzbek: I've read the book. (have+filler+cross-section)

Japanese: 私は本を読みました。 (have+filler+cross-section)

Externally, the structure looks similar. However, there are significant differences in terms of the internal syntactic mechanism and the functional role of word order.

The arrangement of sentence fragments in the Uzbek language is not strict. Grammatical relationships are defined primarily by conjugate suffixes. Therefore, the main meaning will remain even if the role of the components in the sentence changes.

Examples:

I'm going to do the old one.

Kitobni men do'kondan oldim.

Do'kondan men kitobni oldim.

In all three of these sentences: the "book" comes in the receipt agreement, the "out of the store" comes at the end of the section. Although the word order changes, grammatical relationships are clearly expressed through suffixes. The change mainly affects the stress and communicative center, but no syntactic error occurs.

In Japanese, too, the main model is the SOV. However, in this language, prepositions (は, が, を, に, etc.) perform grammatical functions and are closely related to the communicative structure of a sentence – tema and rema.

Masalan: I bought a book. (Men kitob sotib oldim.)

Agar komponentlar o'rni o'zgartirilsa: 本を私は買いました。

While grammatically correct, this option is not a naturally neutral wording. This construction creates a contrasting accent of "and I bought the book." This means that the word order in Japanese has not only a grammatical, but also a pragmatic sense.

Yana bir misol: Yesterday I went to school.

I went to school yesterday.

Both options are grammatically correct. But in natural speech, the time indicator usually comes at the beginning of a sentence. A change in role changes the tone and focus of speech.

Because of the free English language, students feel that they can also optionally embed components in Japanese. As a result, the following problems are observed:

1) Theme Incorrect Location

Talaba yozadi: ✗ 本は私は読みました。

Although this construction is grammatically possible, the succession of two theme elements artificializes speech. Most often such an error occurs as a result of copying the free-speech model of the native language.

Neutral Version: Neutral Version: ✓ 私は本を読みました。

In the Uzbek language, the accent is given by intonation. In Japanese, the focus is often expressed through posture and loading.



Masalan, savol: Who came? (Kim keldi?)

Javob: Mr. Tanaka is here.

Here, *ga* denotes new information (rema). Uzbek students sometimes:

✗ Mr. Tanaka came.

They will reply. This means a contrast to "Tanaka has come (there is information about others)".

Hence, a deep understanding of the syntactic model leads to a pragmatic error.

In the Uzbek language, grammatical relations are clearly expressed by morphological signs (consonant suffix), and word order changes freely, corresponding to the communicative task.

While prepositions play an important role in Japanese, the syntactic and pragmatic structure of sentences is based on a more rigorous system. A change in word order often leads to a change in meaning and focus.

Therefore, when teaching Japanese syntax to an Uzbek audience, a simple explanation "the SOV model is similar" is not enough. The internal communicative structure must also be taught consistently.

In the first stage of teaching Japanese syntax, it is desirable to use a contrastive (comparative) method. The "different" aspects should be consciously shown to the student, not the "similar" side.

Because of the free order in Uzbek, students accept the Japanese sentence as a "collection of words". To avoid this, it is recommended to indicate the sentence on a block-structure basis.

Masalan: I read | books | in the library.

Each block is distinguished as a separate syntactic function:

Theme, complement, holo, cross-section. This model forms a solid structure in the student's mind.

Since the syntactic structure in Japanese is associated with the communicative center, a special exercise system is necessary.

Exercise Type 1: Theme Identification

Gap beriladi: Mr. Tanaka went to school yesterday.

Q: What's the theme? What's the new information? The student is forced to think about the structure.

Exercise type 2: differentiating *wa* and *ga*

Savol-javob modeli: Who came?

→ __ is here.

The student understands logically that he should use "*ga*", just does not memorize.

The exercise of adapting the free syntactic model in the Uzbek language to the Japanese model is effective.

For example:

Uzbek: Yesterday I bought a book in a store.

Talabdan:

Writing Natural Japanese Variant

Show how the sentence changes if the focus changes

To 'g'ri variant:

Yesterday I bought a book in the store.

If "book" is stressed:



I bought the book at the store yesterday.

Through this exercise, the student realizes the pragmatic role of order.

Inaccuracies written by students should be discussed in the course of the course.

Masalan: ✕ I read the book.

Q: What's so strange about this statement? In what situation can it be used? Which is the neutral option?

This method transforms the student from a passive receiver to an active analyzer.

It is inefficient to teach Japanese syntax with complex constructions at once. The following sequence is recommended:

Phase 1: Normal SOV model

Phase 2: Adding Hol Elements

Phase 3: Theme–Rema Change

Stage 4: Contrast and Focus Constructs

This system forms the student's syntactic sensitivity gradually.

For effective teaching of Japanese syntax in an Uzbek audience:

Relying on structural similarity is not enough; Pragmatic and communicative mechanisms should be explained separately; The interference should be consciously detected and eliminated through special exercises. Only then will the student's speech be grammatically correct, as well as naturally and communicatively appropriate.

Comparative analysis shows that although Uzbek and Japanese are typologically similar, there are important functional differences in their syntactic system. In both languages, the owner–complement–cross-sectional model is a priority, however, the relative freedom of the word order in Uzbek and the clear expression of grammatical relations through concordant suffixes make the arrangement of syntactic components flexible. In Japanese, however, pretensions are the main grammatical device, but the communicative structure of a sentence and tema–rema relationships require a more rigorous syntactic order. The study found that Uzbek-speaking students in the process of learning Japanese tend to transfer the free syntactic model of their native language to the new language system. This leads to linguistic interference, especially errors such as misrepresentation of tem a and focus, confusing use of は and が preloads, and pragmatically inconsistent placement of sentence components. Therefore, in teaching Japanese syntax, it is necessary not only to explain the grammatical cliché, but also to consistently form the communicative structure of the sentence. Contrast analysis, the use of visual-syntactic models, transformational exercises, and conscious error analysis techniques can be effective tools in reducing interference. In general, the process of teaching the syntactic system of the Japanese language to the Uzbek audience gives high results only when it is organized taking into account the structural features of the native language. The proposed methodological approaches will serve to increase the effectiveness of Japanese language teaching and to the natural formation of students' speech grammatically and pragmatically.

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