



AJER
AKADEMIC JOURNAL OF
EDUCATIONAL RESEARCH

ISSUE 1

**AKADEMIC JOURNAL
OF EDUCATIONAL RESEARCH (AJER)
INTERNATIONAL SCIENTIFIC JOURNAL**

FEBRUARY 2024

WWW.AJERUZ.COM

UZBEK AND ENGLISH SENTENCE FUNCTION AND THEIR DIFFERENCES

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Annotation: *This article discusses the comparative examination of sentence function in Uzbek and English, clarifying the structural differences and cultural influences that shape how each language conveys meaning through sentences. Beginning with an overview of sentence structure in both languages, the article navigates through key differences in word order, emphasis, verb tense, and formality. Through insightful analysis, it highlights the flexibility of Uzbek sentence construction contrasted with the more rigid patterns in English. Additionally, the article explores how cultural norms and values manifest in language usage, influencing sentence function and communication strategies. By providing examples and insights, this article offers readers a deeper understanding of the complexities of language and enhances cross-cultural communication skills.*

Key words: *context, exponent, function, lexis, flexible word order, functional approach, structures, grammatical patterns, emphasis and focus, cultural influences, sentence function, coursebooks, common goal of facilitating communication.*

Introduction. An approach to language teaching may refer to our view of language and our view of how language learning takes place. We may think, for example, that language is a set of grammar rules, and that language learning takes place by learning those rules and using them to work out the meaning of texts through translation. Sometimes approaches also refer to the ways or methods of teaching that we use in the classroom and that are based on these views. Supporters of communicative approaches, for example, believe that language is a tool to communicate meaning, and that, generally speaking, we learn language best by using it in communicative activities that focus on fluency. In this unit the terms 'approaches' and 'methods' will be used interchangeably. as they are in the TKT, to refer to views of language and language learning and the classroom practices that correspond to these views.

Many teachers want to know which approach to teaching is best. But in fact, it is difficult to say that one approach is better than another. For example, for a group of motivated upper-intermediate 18-year-olds who are learning English for their future jobs in the tourist industry, a communicative approach may well be very useful. However, for another group of 18-year-olds taking a grammar exam to get into university a Structural Approach might be more suitable.

The best approach to use depends on who your learners are and what your teaching conditions are. Consider learners' age, level of English, **motivation** to learn, **expectations** of learning, previous learning experience. Think, too, about the **aims** of the course your

learners are on, what **resources** are available to the classroom, class size and number of hours of English in the course.

Some people believe in an eclectic approach which uses classroom practices from a variety of approaches/methods. This can be a successful approach, but it needs to be used carefully. If you are constantly changing your methods and approaches, your learners may become confused and begin to think that you are not very sure of your teaching style. It is important to mix techniques in a way which is coherent. so that all activities develop well out of one another and work towards the lesson's aims.

Literature review. Teachers of Cambridge University Mary Spratt [1], Alan Pulvernes [2], Melanie William [3] provide materials on the ways of acquiring language, focus on forms and tips for developing them in their textbook “Teachers’ knowledge Test”.

Methodology of the research. During this research, methods such as analysis and synthesis, systematic approach, logical and comparative analysis were effectively used.

Analysis and results. A function is a reason why we communicate. Every time we speak or write, we do so for a reason. What we say has a purpose or function. Here are some examples of functions: apologizing refusing greeting thanking inviting agreeing disagreeing clarifying interrupting expressing obligation expressing preferences advising

We can describe language itself in terms of its grammar or its lexis. Functions are a way of describing how we use language. When we describe the functions of language we focus on the use of the language and its meaning for the people who are in the context where it is used.

Context	Exponent	Function
A boy wants to go to the cinema with his friend tonight He says:	"Let's go to the cinema tonight.	Suggesting/making a suggestion about going to the cinema
A girl meets some people for the first time. She wants to get to know them. She says:	"Hello. My name's Emilia	Introducing yourself
A customer doesn't understand what a shop assistant has just said. The customer says	"Sorry, what do you mean?"	Asking for clarification (asking someone to explain something)
A girl writes a letter to a relative thanking her for a birthday present. She writes:	Thank you so much for my lovely	Thanking someone for a present

The language we use to express a function is called an exponent. The sentences in the middle column in the table above are examples of exponents. In the third column, the functions are underlined. You can see from the table that we use the -ing forms of verbs (eg suggesting, asking) to name functions. The words after the function in the third column are not the function. They are the specific topics that the functions refer to in these contexts.

These exponents express different levels of formality, i.e. more or less relaxed ways of saying things. Generally speaking, formal (more socially distant) language is used in more official and important situations amongst people who do not know each other very well. Informal (more socially casual) language often occurs in relaxed situations, amongst friends, people who know each other well or treat each other in a relaxed way. Informal exponents are sometimes colloquial, i.e. very casual and conversational, such as He's off his head, Le crazy. There are also neutral exponents which we use when we want to show neither great respect nor too much casualness towards the person we are talking to. They fall between formal and informal. "Why don't you come for lunch with us?" is an example of a neutral exponent

People usually choose to use the level of formality that suits a situation. This is called appropriacy. A teacher greeting her class could choose to say 'I'd like to wish you all a very good morning' or 'Hi, guys!'. Both of these are likely to be inappropriate (unsuitable) in many classroom situations, the first because it is too formal and the second because it is too informal. It would probably be appropriate (suitable) for the teacher to say "Good morning, everyone or something similar. Of course, we sometimes use inappropriate language on purpose to create some effect. eg. a shop assistant using great formality with a customer may be signalling that he would like the customer to leave. Language that reflects the situation in which it is used is often referred to as register. Hi is an example of informal register. "A very good morning to you an example of formal register.

- Writing is sometimes taught through functions, e.g. when learning to write letters of complaint, learners can learn exponents for greeting, explaining your reason for writing, describing your complaint, asking for satisfaction, signing off.

- Nowadays, we usually find functions taught together with the structures they contain so that learners do not become confused by meeting a wide range of grammatical patterns together at the same time. We can see this in the extract from a map of a coursebook below. In the third column a grammatical structure is given together with exponents of the function 'Expressing likes' which are expressed through this structure.

Exploring Sentence Function: Contrasts Between Uzbek and English.

Sentences serve as the fundamental units of communication, conveying thoughts, ideas, and actions. While Uzbek and English share the common goal of facilitating communication, their respective languages employ distinct sentence structures and functions. By examining the differences in sentence function between Uzbek and English, we gain insight into the unique grammatical features and cultural nuances embedded within each language.

Subject-Verb-Object (SVO) Structure in English:

English typically follows a Subject-Verb-Object (SVO) word order, where the subject performs the action on the object. This linear structure contributes to the clarity and directness of English sentences.

For example:

- English: "She (subject) reads (verb) books (object)."

In English sentences, the subject is typically placed at the beginning of the sentence, followed by the verb and then the object, providing a clear flow of information.

Uzbek's Flexible Word Order:

Uzbek, on the other hand, exhibits a more flexible word order, allowing for variations in sentence structure without changing the underlying meaning. While Uzbek generally follows an SOV (Subject-Object-Verb) word order, it is common to rearrange elements for emphasis or stylistic purposes.

For example:

- Uzbek: "Ular (they) kitoblarni (books) o'qishadi (read)."

- Uzbek (rearranged): "Kitoblarni (books) ular (they) o'qishadi (read)."

In Uzbek sentences, the subject can appear before or after the object, and the verb typically comes at the end, providing flexibility in sentence construction.

Differences in Sentence Functions:

1. Emphasis and Focus:

- English often employs word order and stress to emphasize certain elements of a sentence.

- In Uzbek, emphasis is achieved through word order variations, with the placement of the emphasized element adjusted accordingly.

2. Verb Tense and Aspect:

- English relies on auxiliary verbs and verb conjugations to indicate tense and aspect.

- Uzbek utilizes suffixes and auxiliary verbs to convey verb tense and aspect, with a greater reliance on suffixation.

3. Formality and Politeness:

- English employs specific structures and vocabulary to convey formality and politeness.

- Uzbek utilizes honorifics and respectful forms of address to convey politeness and social hierarchy.

Cultural Influences on Sentence Function:

The differences in sentence function between Uzbek and English are not solely linguistic but also reflect cultural norms and values embedded within each language. For instance, Uzbek culture places a strong emphasis on respect and hierarchy, which is reflected in the language's use of honorifics and polite forms of address.

Conclusion. The exploration of sentence function in Uzbek and English reveals the rich diversity of linguistic structures and cultural influences embedded within each language. While English follows a more rigid SVO structure, Uzbek offers flexibility in word order, allowing for variations in sentence construction. Understanding these differences enhances cross-cultural communication and appreciation for the intricacies of language and culture. Here are references for your article on "Uzbek and English sentence function and their differences":

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**AKADEMIC JOURNAL OF EDUCATIONAL RESEARCH (AJER)
international scientific journal
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Nashr qilingan sana: 25.02.2024.
Shrift: "Times New Roman".

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Manzil: 700096, Toshkent shahri, Chilozor tumani, Bog‘iston ko‘chasi, 116/6.
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