

CONTRASTIVE ANALYSIS OF VERB ASPECT IN ENGLISH AND UZBEK: CHALLENGES FOR UZBEK LEARNERS OF ENGLISH

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Abstract. This article investigates the contrastive analysis of verb aspect in English and Uzbek, focusing on the challenges faced by Uzbek learners of English. English and Uzbek belong to different language families—Germanic and Turkic, respectively—leading to fundamental differences in their grammatical structures. The English aspectual system (progressive, perfect, perfect progressive, simple) contrasts with the Uzbek system, which primarily uses affixes, auxiliary verbs, and adverbs to express aspectual meaning. These differences result in various learning difficulties, including misinterpretation of tense-aspect forms, overgeneralization, and lack of correspondence between forms. The article provides a comparative analysis, examples, and pedagogical implications for teaching English aspect to Uzbek learners.

Keywords: verb aspect, English, Uzbek, contrastive analysis, tense-aspect system, perfect aspect, progressive aspect, learner difficulties, Uzbek learners of English.

Aspect is one of the most complex categories in linguistics, referring to the manner in which an action, event, or state, denoted by the verb, extends over time. English expresses aspect mainly through auxiliary verbs and verb inflections, while Uzbek relies on derivational affixes and contextual markers.

For Uzbek learners of English, these differences often cause confusion, as there is no one-to-one correspondence between the two systems. This paper analyzes similarities and differences between English and Uzbek aspect and highlights common challenges faced by Uzbek students.

English distinguishes two primary aspects, each with two temporal variants:

1. Progressive Aspect (Continuous) – emphasizes the ongoing nature of an action.
➤ Example: She is reading a book.
2. Perfect Aspect – highlights the result or completion of an action.
➤ Example: She has read the book.
3. Perfect Progressive Aspect – combines duration with completion.
➤ Example: She has been reading the book for two hours.
4. Simple Aspect – expresses actions without specifying their duration or completion.
➤ Example: She reads books every day.

Thus, English relies heavily on auxiliary verbs (be, have) and participle forms (-ing, -ed) to express aspectual distinctions.

Uzbek does not have a grammaticalized aspect system as in English. Instead, aspectual meaning is conveyed through:

1. Suffixes and affixes (e.g., -yapti, -moqda, -ib turibdi)
❖ Example: U kitob o'qiyapti ("He is reading a book").
2. Auxiliary verbs (turmoq, qo'ymoq, yubormoq) to show continuity or suddenness.
❖ Example: U keta qoldi ("He suddenly left").
3. Adverbial expressions (e.g., hozir, hali, endi) to indicate time-related nuances.

Thus, aspect in Uzbek is more context-dependent and less grammaticalized than in English.

Table 1. Contrastive Analysis

Feature	English	Uzbek	Challenge for Learners
Expression of aspect	Auxiliary verbs (be, have), participles	Affixes, auxiliaries, adverbs	Difficulty matching forms
Progressive aspect	He is writing	U yozayapti	Often omitted in translation
Perfect aspect	He has written	U yozgan (past action)	Misunderstanding of “result” meaning
Perfect progressive	He has been writing	No direct equivalent	Learners overgeneralize progressive
Simple aspect	He writes every day	U har kuni yozadi	Relatively easy equivalence

❖ Challenges for Uzbek Learners of English:

1. Lack of direct equivalents – Uzbek does not have a grammatical category for the perfect aspect, making it hard for learners to distinguish between I did and I have done.
2. Overgeneralization of progressive forms – Uzbek students may say I am knowing or I am liking, incorrectly extending progressive aspect to stative verbs.
3. Confusion with adverbials – Learners often depend on adverbs like already, yet, still to compensate for missing aspectual distinctions.
4. Transfer errors – Literal translation from Uzbek often results in incorrect aspectual usage.

❖ Pedagogical Implications:

- Teachers should focus on explicit contrastive explanations, showing how English aspect differs from Uzbek forms.
- Contextualized practice is essential, particularly for the perfect and perfect progressive aspects.
- Use of contrastive exercises (translating between Uzbek and English) can highlight areas of loss and gain in meaning.
- Integration of corpus-based examples may help Uzbek learners internalize authentic aspect usage.

The contrastive analysis of verb aspect between English and Uzbek reveals that Uzbek learners face persistent challenges due to structural and conceptual differences. While English employs a morphosyntactic system of aspect, Uzbek relies more on lexical and contextual markers. This asymmetry leads to frequent errors, especially with the English perfect aspect. To overcome these difficulties, a teaching approach that combines contrastive analysis, explicit explanation, and contextual practice is recommended.

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