

## COMPARATIVE STUDY OF ENGLISH AND UZBEK SIMPLE SENTENCES: A UNIVERSAL GRAMMAR PERSPECTIVE

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### Abstract:

This article examines the comparative structure of simple sentences in English and Uzbek, with a particular focus on how new model of universal grammar principles, represented by the equation (SpNs = GN), can inform the teaching of these languages. By analyzing sentences such as "I saw a dog barking," this study aims to demonstrate how the general notion (GN) and specific sentence elements (SpNs) function in both English and Uzbek, offering insights into their respective syntactic and grammatical features. The application of this model in language teaching is also discussed, highlighting how understanding sentence structures in both languages can improve teaching methods and foster better comprehension for language learners. The article explores the significance of cross-linguistic comparison and offers practical pedagogical approaches for educators.

*Key words:* simple sentence, UG universal grammar, specific notion, general notion, tense, aspect, word order, pedagogical approaches.

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### Introduction

The study of syntax and sentence structure has always been a focal point in the field of linguistics. Understanding how languages express meaning through sentence construction is critical not only for linguistic analysis but also for language teaching. Universal grammar (UG), as proposed by Noam Chomsky, suggests that all human languages share a common structural foundation (2006). This article focuses on the comparison of simple sentence structures in English and Uzbek, using the alternative model of universal grammar represented by the equation (SpNs = GN). The purpose of this comparison is to shed light on the similarities and differences between the two languages in terms of their syntactic and grammatical features and to explore how this understanding can enhance language teaching methodologies.

**Theoretical Framework: Universal Grammar and the Equation (SpNs = GN):** The model of universal grammar (UG) rests on the idea that all languages are governed by a set of principles that determine sentence structure. According to this model, simple sentences are comprised of general notions (GN), which refer to the overall meaning conveyed, and specific sentence elements (SpNs), which serve to express detailed aspects such as tense, aspect, or person.

The equation (SpNs = GN) reflects how specific sentence elements convey the general notion of an event. This model can be applied to both English and Uzbek, offering a comparative framework for understanding how meaning is constructed in these two languages (Haider, 2010).

**English Simple Sentences:** In English, simple sentences typically follow a Subject-Verb-Object (SVO) word order. This structure is crucial for understanding how English expresses meaning through the specific elements of the sentence. Using the example "I saw a dog barking," we observe the following:

1. Subject (SpNs=GN): "I": The general notion is the agent (someone who performs an action), and the specific element is "I," identifying the specific agent.
2. Verb (SpNs=GN): "Saw" past form of see: The general notion is the act of seeing (perception), and the specific element is the verb "saw," specifying that the seeing happened in the past.
3. Object (SpNs=GN): "A dog": The general notion is the category of dogs (a type of animal), and the specific element is "a dog," which refers to one particular dog in that category.
4. Verb phrase (SpNs=GN): "Barking": The general notion is the act of barking (a dog's vocalization), and the specific element is "barking," indicating the ongoing action at the time described.

In English, each element of the sentence is used to express specific details about the action, such as its tense, aspect, and the subject performing it. The general meaning (GN) remains constant, but the specific elements (SpNs) provide additional nuance to the sentence (Ural, 1996).

**Uzbek Simple Sentences:** Uzbek, a Turkic language, follows a Subject-Object-Verb (SOV) order. While the syntactic structure differs from English, the general principle of universal grammar holds. Let's take the Uzbek equivalent of the sentence "I saw a dog barking":

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Example in Uzbek: Men itni akkillagani ko'rdim.

Translation: "I saw a dog barking."

1. Subject (SpNs=GN): "Men" expresses the general notion is the agent (someone who performs an action), and the specific element is "Men" identifying the specific agent.
2. Object (SpNs=GN): "itni": "it" - "dog" expresses the general notion, the category of dogs (a type of animal), and the specific element is "ni" which refers to particular dog, not other animal.
3. Verb phrase (SpNs=GN): "akkilayotganini": The general notion akkilamoq is the act of barking (a dog's vocalization), and the specific element is "yotganini" indicating the ongoing action at the time described.
4. Verb (SpNs=GN): "ko'rdim" past form of ko'rmoq: The general notion "ko'rmoq -see" is the act of seeing (perception), and the specific element is the verb "ko'rdim"- "saw" specifying that the seeing happened in the past.

While the word order differs, the sentence structure in Uzbek similarly conveys the general notion (GN) and specific sentence elements (SpNs) that refine the meaning of the sentence. The past tense and the continuous action are similarly encoded in the verb forms and participles (Newmark, 2002).

Comparative Analysis and Its Role in Teaching:

Both English and Uzbek use specific sentence elements (SpNs) to convey the same general notion (GN), though they differ in how they structure sentences. English follows an SVO structure, while Uzbek uses SOV. Furthermore, while both languages mark past tense in verbs, Uzbek often incorporates subject pronouns and tense markers into a single verb, whereas English typically separates subject pronouns and verbs.

In teaching these languages, understanding the differences in syntax and verb conjugation is essential for effective language instruction. A comparative approach can help learners recognize the structural parallels between the two languages while understanding their unique syntactic features. For example, when teaching English speakers Uzbek, educators can emphasize the role of word order in Uzbek (SOV), while also illustrating how past tense is marked differently in the two languages.

The application of the universal grammar model (SpNs = GN) can also improve pedagogical practices. By focusing on the general notions (GN) and their specific sentence elements (SpNs), teachers can help students develop a deeper understanding of how meaning is structured in both languages. This approach promotes a more holistic understanding of sentence construction and can enhance learners' ability to switch between languages without losing the nuances of meaning (Baker, 2001).

Pedagogical Strategies:

1. Contrastive Analysis: Comparing English and Uzbek simple sentences allows students to see how each language conveys the same concepts in different ways. Educators can use contrastive analysis to highlight syntactic and morphological differences, thus improving students' awareness of linguistic structures.
2. Tense and Aspect Instruction: Teaching the tense and aspect systems in both languages within the context of the universal grammar model can help students grasp the subtleties of verb conjugation. For example, focusing on how English uses separate auxiliary verbs (e.g., "It is barking") compared to how Uzbek incorporates tense into the verb form (e.g., "akkillayapti") can clarify these differences.
3. Error Correction: Understanding common syntactic errors based on the differences in word order (SVO vs. SOV) can guide teachers in providing more targeted error correction during language practice sessions.

Conclusion

The comparative study of simple sentences in English and Uzbek reveals both universal and language-specific elements that shape sentence construction. By applying the model of universal grammar (SpNs = GN), language instructors can enhance their teaching methodologies, allowing students to better understand and internalize the syntactic and grammatical rules of each language. Through a comparative approach, learners can become more adept at navigating between languages while maintaining an awareness of the nuances that define each one's structure.

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