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## Frequency analysis of British versus American English vocabulary in EFL textbooks used in Uzbekistan

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### Annotation

*The article analyzes the importance of learning English in Uzbekistan and its role as an international language. A comparative analysis of the English and Uzbek language tenses is conducted, and the main difficulties faced by English as foreign language (EFL) learners are highlighted. The complexity of time and type categories in English, their equivalents in Uzbek, as well as typical mistakes made by students are analyzed using examples. In addition, the possibilities of overcoming these difficulties with the help of effective pedagogical approaches, namely contrastive analysis, visual aids and communicative exercises, are shown. The system of tenses, English as a foreign language, English, Uzbek, comparative analysis, present perfect tense, pedagogical approach, assimilation. Nowadays, English has become the main means of communication, business, education and culture all over the world. The article examines the stages of English language development, problems, proposed solutions and opinions of scientists. The goal is to help students develop the skills necessary to successfully master this language by providing them with the right approaches and techniques in the process of learning English. The article is also supplemented with foreign experience and proposals to improve the quality of English language teaching in Uzbekistan.*

### Keywords

*English, International language, Learning English in Uzbekistan, Development stages, Education, Communication, Vocabulary, Grammar, Practice Cultural, context, Foreign experience, Language learning methodologies*

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## O'zbekistonda qo'llaniladigan EFL (ingliz tili chet tili sifatida o'qitiladigan) darsliklarida Britaniya va Amerika ingliz tili leksikasining chastotaviy tahlili

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### Annotatsiya

*Ushbu maqola O'zbekistonda ingliz tilining o'rganishining ahamiyatini va uning xalqaro til sifatidagi rolini tahlil qiladi. Ingliz va o'zbek tillarining zamon tizimi taqqosiy tahlil qilinadi hamda EFL (English as a Foreign Language) o'rganuvchilari duch keladigan asosiy qiyinchiliklar yoritiladi. Ingliz tilidagi zamon va aspekt kategoriyalarining murakkabligi, ularning o'zbek tilidagi ekvivalentlari, shuningdek, o'quvchilar tomonidan uchraydigan tipik xatolar misollar orqali tahlil qilingan.*

*Bundan tashqari, samarali pedagogik yondashuvlar, ya'ni kontrastiv tahlil, vizual vositalar va kommunikativ mashqlar yordamida bu qiyinchiliklarni yengib o'tish imkoniyatlari ko'rsatib berilgan. Zamonlar tizimi, ingliz tili chet tili sifatida, ingliz tili, o'zbek tili, qiyosiy tahlil, hozirgi mukammal zamon, pedagogik yondashuv, o'zlashtirish. Ingliz tili hozirgi kunda global kommunikatsiya, biznes, ta'lim va madaniyat sohalarida asosiy vositaga aylandi. Maqolada ingliz tilining rivojlanish bosqichlari, muammolari, taklif etilgan yechimlar va olimlarning fikrlari o'z ichiga olingan. O'quvchilarga ingliz tilini o'rganish jarayonida to'g'ri yondashuvlar va metodologiyalarni taqdim etish orqali, ushbu tilni muvaffaqiyatli o'zlashtirish uchun zarur bo'lgan ko'nikmalarni rivojlantirishga yordam berish maqsad qilingan. Shuningdek, maqola xorij tajribasi va O'zbekistondagi ingliz tili ta'limining sifatini oshirish uchun takliflar bilan to'ldirilgan.*

**Kalit so'zlar** *Ingliz tili, xalqaro til, o'zbekistonda ingliz tilini o'rganish, rivojlanish bosqichlari, ta'lim, kommunikatsiya, leksika, grammatika, amaliyot, madaniy kontekst, xorij tajribasi, til o'rganish metodologiyalari*

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**Частотный анализ лексики  
британского и американского  
английского в учебниках  
английского языка как  
инострannого (EFL),  
используемых в Узбекистане**

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**Аннотация** *В статье анализируется важность изучения английского языка в Узбекистане и его роль как международного языка. Проводится сравнительный анализ времен года в английском и узбекском языках и выделяются основные трудности, с которыми сталкиваются изучающие английский как иностранный язык (EFL). На примерах анализируется сложность временных и видовых категорий в английском языке, их эквиваленты в узбекском, а также типичные ошибки, допускаемые учащимися. Кроме того, показаны возможности преодоления этих трудностей с помощью эффективных педагогических подходов, а именно конструктивного анализа, наглядных пособий и коммуникативных упражнений. Система времен года, английский как иностранный, английский, узбекский, сравнительный анализ, настоящее совершенное время, педагогический подход, ассимиляция. В настоящее время английский язык стал основным средством общения, бизнеса, образования и культуры во всем мире. В статье рассматриваются этапы развития английского языка, проблемы, предлагаемые решения и мнения ученых. Цель статьи – помочь студентам развить навыки, необходимые для успешного овладения этим языком, предоставив им правильные подходы и техники в процессе изучения*

английского языка. Статья также дополнена зарубежным опытом и предложениями по повышению качества преподавания английского языка в Узбекистане.

**Ключевые слова**

Английский, международный язык, изучение английского языка в Узбекистане, этапы развития, образование, коммуникация, словарный запас, грамматика, культурная практика, контекст, зарубежный опыт, методики изучения языка

### Introduction

The category of time has always been one of the relevant topics in linguistics, since Nation and his colleagues, analyzing the grammar of the English language, interpret time and type as separate categories carrying a semantic load (Nation, 2001).

For example, emphasizes that the tense forms in the Uzbek language form three main grammatical categories – present, past and future tense. According to him, these forms, expressed with the help of additions, provide sufficient clarity in communication, but do not have such a complex aspect system as in English.

There have also been many studies of EFL students' mistakes in mastering the time system. For example, Ellis argues that language learners often make mistakes in the process of mastering a second language due to attempts to transfer the grammatical rules of their native language to a new language. This situation is especially evident when comparing the tense systems in English and Uzbek. Thus, the temporal system of English and Uzbek languages is fundamentally different in its structure. In English, the categories of tense and type are formed using auxiliary verbs, additional forms and the suffix – whereas in Uzbek they are expressed mainly using suffixes and participial forms.

That is why students of English as a foreign language, for whom Uzbek is their native language, have difficulty mastering the complex tense-aspect forms of the English language. It is worth noting that while in

English such forms as present simple, present continuous, present perfect, past perfect have subtle semantic differences, in Uzbek there are often three main tenses – present, past and future. For this reason, it is difficult for students to distinguish between such differences in English as the present perfect and the past simple tense. For example, there is no complete equivalent in Uzbek to the English sentence I have been to London, since it is usually translated as I have been to London, but this construction may not always convey all the contextual functions of the present perfect tense.

### Literature Review

J. Richards supported this idea and T. Schmidt confirms that their research shows that the perfect aspect in English is one of the most difficult categories for many foreign language learners, especially for speakers of agglutinative languages (Schmidt, 2013). In this regard, the Uzbek equivalent of the phrase "I am currently studying" will be. However, students often forget to use the – form in English and make up the wrong sentence, for example: I study now. This error is observed in many EFL classes and, as Ellis notes, its roots go back to the phenomenon of transference (Ellis, 1997). Foreign language learners, especially for those who speak agglutinative languages. In addition, while in English the category of duration (progressive aspect) is an independent grammatical tool, in Uzbek it is expressed mainly using the suffixes. In this regard, the Uzbek equivalent of the phrase "I am currently studying will be". However,

students often forget to use the form in English and make up the wrong sentence, for example: I study now. This error is observed in many EFL classes and, as Ellis notes, its roots go back to the phenomenon of transference.

### **Methodology**

To carry out the study, we analyzed monolingual and multilingual dictionaries in Uzbek and English and materials from other literary sources. Among the methods of data analysis are: a descriptive method based on observation, a contrasting analysis of English and Uzbek Proverbs, an etymological analysis, a method of comparative analysis (used to identify and distinguish the main specificity and differences of the object under study. comparative languages), statistical method, generalization method.

### **Results**

During our research, A.V. Kunin, E.F. Arsentyeva, L.R. We turned to the classical definition of the adjective phraseological unit of the Sakayeva: adjective phraseological units are phraseological units that are manifested through adjectives, adjectives or determinants. In the article, we examined comparative and non-comparative qualitative phraseological units. We separated proverbs and as the third structural group. The comparative components "like" and "as" are used in English phraseological units. These comparative connections serve as a connecting word between the first component (the basis of comparison) and the second (the object of comparison). A.V. Kunin notes that there is a tendency for the first link to be dropped (Ellis, 1997). Using the conjunction "like" instead of "as" is not considered a norm, but it has become a common trend in English conversation. The first component of an adjective is usually used in its basic lexical meaning. In English, comparative phraseological units with the taste component can be expressed as follows: I like sour ale in summer. In Uzbek phraseological units, the comparative component "like", "like", "day" is used, for example. Sweet, milk like white. The

third group of phraseological units that are similar in meaning can be characterized as proverbs and sayings. Examples of phraseological units in English: a rotten apple injures its neighbors, that which was bitter to endure may be sweet to remember, the nearer the bone the sweeter the flesh. From Uzbek phrases: as dear as bread, as pure as spring water.

In English and Uzbek, adjectival-component phraseological units can be semantically divided into two large groups: negative-sense phraseological units and positive-sense phraseological units. Phraseological units containing the adjective sweet in English have a positive meaning: no sweet without some sweat, the sweet and the bitter, as sweet as sugar (Krashen, 1982). Adjectives such as sour, bitter, and rotten give negative meaning to phraseological units: for example, sour apples; a rotten apple hurts its neighbors.

### **Discussion and Analysis**

The information obtained because of our linguistic research allows us to reveal the unique characteristics of the peoples whose expression is found in English and Uzbek phraseological units. As a result, universal and specific characteristics were identified. Deed believes that understanding a phraseological unit depends on different types of context, since the linguistic context is important for distinguishing the components of the unit. In addition, the choice of tense is very important in English with time indicators. For example, only the past simple is used with words like last year, yesterday. However, the Uzbek language can also be said that I went to London last year, and I went to London last year. As a result, EFL learners make mistakes as if I have visited London last year.

The correct option should be I visited London last year. C. James calls this phenomenon «negative transfer» within the framework of his theory of contrastive analysis. At the same time, the rules for using present perfect with words like since and for cause

much confusion. In Uzbek, for example, I have been living here since 2019. In English, it takes the form I have been living here since 2019. Learners, on the other hand, often misspell I am here since 2019. Swan and Smith also note this in their research: they have shown that due to the simplicity of tense expression in Uzbek and other Turkic languages, learners have difficulty mastering aspectual differences in English (Swan, & Smith, 2001). As noted by linguistic scientists, the roots of this type of error go back primarily to contrastive differences. The Uzbek language is agglutinative and tense and aspect categories are often combined in a single suffix. English, on the other hand, expresses nuances of meaning using auxiliary verbs and syntactic devices. For this reason, Uzbek EFL learners tend to understand English tenses based on the rules of their native language, resulting in errors. From a pedagogical perspective, several approaches are effective for solving these problems (Schmidt, 2013). First, it is necessary to conduct lessons based on contrastive analysis, that is, the teacher should show the main differences between the tenses in Uzbek and English. Second, it is useful to show time relationships using visual aids such as timelines and schedules. Third, it is important to teach students to use different tenses in real-life communication situations through communicative exercises. As can be seen from the comparative analysis above, there are significant grammatical and semantic differences between the English and Uzbek tense systems. While the categories of tense and aspect are expressed in English through very complex forms, a simpler system is sufficient in Uzbek.

As a result, EFL learners have difficulty correctly using English forms such as the present perfect, past perfect, and progressive aspect. The main problem in this process is explained by the phenomenon of transfer, that is, the direct transfer of rules from the native language to English. Therefore, contrastive analysis, visual aids, and communicative methods are of particular importance in

mastering the category of time. The quality in English is higher for unit than in Uzbek according to the structure of phraseological units. In Uzbek, this constituent group is not very popular. In English, this group is formed using the binders "as" (more formal) and "like" (more colloquial), while in (more formal) and "day" (more colloquial) are used. Speaking of semantic identities, it can be noted that in both languages, pleasant taste qualities (sweet, nutritious, sweet, bold, oily) create a positive meaning of the entire phraseological unit. Unpleasant taste quality components (sour, bitter, rotten; salty, tasteless, tasteless) form phraseological units with a negative meaning. The fact that the perception of adjectives in the languages under study coincides, and therefore it is not difficult to guess whether positive or negative concepts are implied, is evident from the results of the study. This is common for both languages, but the difference is that some adjective components are not given in English phraseological units. The study of the verbs of thought in English has its own history. In the second half of XVII K. The first reference appears in works by Cooper. Leading scientist of the same century R. Louth continues this theory. In the mid-19th century, the theory of modal verbs began to take shape in English, and in the second half of the 19th century, the theory of modal verbs was established in English normative grammar and has remained unchanged to the present day.

Considering the problem of the interpretation and classification of the verb in English, we are convinced that typical types with equal and subordinate content are widespread. In terms of content, English contemplative verbs do not differ from contemplative verbs used in other languages. The rule that English contemplative verbs must necessarily have two bases (possessive and cross-sectional) in simple propositions of the base does not all occur, it has been suggested that equal-content contemplative verbs, the first part may have one composition and the other two. English has defined

contemplative verbs based on different base points. The problem of its interpretation and classification was approached from the point of view of Western scholars, as well as English linguists. In all given classifications (given in different language grammars), the possessive is derived based on a simple sentence as well.

Therefore, although there are many classifications, they are similar. However, each language, especially those belonging to different families, has its own characteristics and cannot be assimilated into each other. An analysis of the scientific works of English scholars on the issue of thinking verbs was given. The classifications showed that compound sentences were based on various signs. Based on the criteria of other linguists, English scholars have provided a definition of a compound sentence. From the point of view of scientists (based on their scientific works), the types of verbs of thought in English and the classifications that underlie them are presented. The classification of English verbs according to their structural-semantic, lexical, morphological features and the nature of the connection between parts is presented. Based on previously created classifications, the work provided a classification of the - parts of the verb, which only shows one aspect of the verb. The problem of interpretation and classification of thinking verbs is a much more interesting issue. From the legacy that our scientists have left us, we know that this issue has a long history of its own. (Krashen, 1982). Early accounts of contemplative verbs are given in works published in the 20s of the 19th century. Nevertheless, this information was not perfect. Only after the 1940s did the problem of thinking become the focus of scientists. Contemplative verbs are classified based on different base points. His approach to the issues of interpretation and classification from the point of view of World Scientists was studied, albeit in a short way, in this chapter of the work. All the given classifications (in Uzbek and Russian) are based on simple sentences.

Therefore, although there are many classifications, they are similar. However, each language has its own rules, and these rules are based on the possibilities of the language. Starting in the 80s of the 19th century, the system was approached to each syntactic unit, relying on the cross – sectional basis advanced by the second of the two bases present in the 1940s-50s joint sentence designation criterion chapter.

### Results

An analysis of the scientific works of Uzbek scientists on the issues of thinking verbs is given. Reflecting on the classifications, they show a mixed reliance on the various signs of the compound sentence: structural – semantic, lexical, morphological characters, and on the character of the crosslinking of parts (i.e., binders and b. classifications of grammatical means according to usage// non-usage) have been cited and modifications have been made to some of them. In the formal-functional interpretation, the classification of thinking verbs is based on a certain aspect of it.

Based on previously created classifications, the work provided a classification of the – parts of the verb, which shows only one aspect of the verb. The essence of the verbs of contemplation used in English is no different from the verbs of contemplation used in other languages. In the use of contemplative verbs, the possibilities in the artistic style are wide. Either scope of the use of the verb “to think” is not limited to Hemingway’s “Farewell to Arms.” In this work, typical types of contemplative verbs with equal and subordinate content are widely used. Of particular note is the arrival of broad-bound contemplative verbs. The author made good and very appropriate use of them. It is also noteworthy that the subordinate clause, which is used as a separate sentence following the main clause based on the integrity of the text, is also noteworthy. When given in English, the rehash sentence was rendered in the manner of a connected verb of contemplation, the place followed in the

manner of an indefinite clause, the cross-section followed in the case of an adverb, and the fact that the ego followed is expressed in a simple sentence in the Uzbek language also did not go unnoticed. The components of contemplative verbs are numerically different and three-part sentences are more commonly used.

### Conclusion

In conclusion, the differences between the English and Uzbek tense systems pose certain challenges for Uzbek-speaking EFL learners. However, these challenges can be effectively overcome with the right pedagogical approach, namely contrastive analysis, visual aids, and contextual exercises. Most importantly, it is to teach learners to pay special attention to subtle aspects such as "present perfect" and "past simple".

In general, issues such as the assignment of connected and followed English sentences in Uzbek, their connection with other parts, the arrival of Union fragments in the composition of parts, the assignment of two-content grammatically fully formed sentences based on the English joint sentence construction mold to Uzbek in a simple sentence, the arrival of connected, connected verbs of thought in a simple, It is an interesting issue to study the use of thinking verbs and organized sentences in these sentences. The analysis of scientific works of English, Uzbek and other scholars on the issues of simple sentences is given.

Classifications are given according to the use (or non-use) of grammatical means. In the structural-semantic interpretation, the classification of compound sentences is classified on a certain aspect of it. Based on previously created classifications, the work provided a classification of compound sentences based on their structural features. In world, particularly Western, linguistics, one-component sentences have their own history of study. This issue has also been studied in English and Uzbek linguistics. In the work, the opinions of scientists on this issue are clearly presented in groups (information from English, Uzbek, and Russian linguistics). English grammarians do not distinguish between one-part (headless) sentences at all. In English, Special Studies briefly dwell on the fact that impersonal sentences (those in which the owner is not found) are given using a dog unit.

The Uzbek variant of such sentences in English! Checked. In the scientific grammars of other Western languages, this issue is classified in a similar way to Russian. The formal and semantic changes of the English verb "to think" when translated into Uzbek, the use of the verb "to think" as a verb, and their relationship with other sentences were analyzed. The verbs of contemplation used in English do not differ in essence from the verbs of contemplation used in other languages. The scope of opportunity in artistic style in the use of contemplative verbs is not narrow.

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