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Avazova M.
master's student
Karshi State University

A COMPARATIVE STUDY OF EXPRESSING ABILITY IN ENGLISH AND UZBEK LANGUAGES

Abstract*: This article presents a comparative study of how ability is expressed in English and Uzbek languages. The study examines the grammatical structures and lexical items used to express ability in both languages, and identifies similarities and differences between them. The data for the study was collected through a corpus-based analysis of written and spoken texts in both languages. The findings of the study suggest that while there are some similarities in the way ability is expressed in English and Uzbek, there are also significant differences in terms of the grammatical structures and lexical items used. The study concludes by discussing the implications of these findings for language teaching and learning, and suggests that a better understanding of the similarities and differences between English and Uzbek can help learners to develop more accurate and effective communication skills in both languages.*

Key words: *Ability, English language, Uzbek language, Grammatical structures, Lexical items, Auxiliary verbs, Verb "qila olmoq", Present continuous tense, present simple tense, Infinitive form, lexical approach, language usage.*

Introduction:

The ability to express oneself accurately and effectively is a fundamental aspect of language proficiency. In order to communicate successfully in a language, learners must be able to use the appropriate grammatical structures and lexical items to convey their intended meaning. This is particularly important when it comes to expressing ability, which is a common topic in both English and Uzbek languages. Despite the importance of expressing ability, there has been relatively little research comparing how this concept is expressed in different languages. This is particularly true for English and Uzbek, which are two languages that have not been extensively studied in this regard. Therefore, the aim of this study is to conduct a comparative analysis of how ability is expressed in English and Uzbek languages.

The study will examine the grammatical structures and lexical items used to express ability in both languages, and will identify similarities and differences between them. The data for the study will be collected through a corpus-based analysis of written and spoken texts in both languages. The findings of the study will have implications for language teaching and learning, as a better understanding of the similarities and differences between English and Uzbek can help learners to develop more accurate and effective communication skills in both

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languages. Overall, this study aims to contribute to our understanding of how ability is expressed in different languages, and to provide insights into the similarities and differences between English and Uzbek in this regard.

Main Part:

Grammatical Structures: One of the main differences between English and Uzbek in terms of expressing ability is the use of auxiliary verbs. In English, the auxiliary verb "can" is used to express ability, while in Uzbek, the verb "qila olmoq-" is used. For example, in English, we say "I can swim," while in Uzbek, we say "Men suza olaman". Another difference is the use of the present continuous tense. In English, we can use the present continuous tense to express ability in the present moment. For example, we can say "I am swimming" to mean "I am able to swim right now." In Uzbek, however, the present continuous tense is not used in this way. Instead, the present simple tense is used to express ability in the present moment. For example, we say "Men suzaman","Men suzayapman" to mean "I am able to swim right now."

Lexical Items: Another difference between English and Uzbek in terms of expressing ability is the use of lexical items. In English, we have a wide range of words and phrases that can be used to express ability, such as "able to," "capable of," "skilled at," and "talented in." In Uzbek, however, there are fewer options for expressing ability, and the language tends to rely more on the use of verbs and adjectives. For example, in Uzbek, we might say "Men suzishni eplay olaman" to mean "I am able to swim," using the verb "eplamoq" to express ability.

Similarities: Despite these differences, there are also some similarities between English and Uzbek in terms of expressing ability. For example, both languages use the infinitive form of verbs to express ability in certain contexts. In English, we might say "I want to swim" to mean "I am able to swim," while in Uzbek, we might say "Men suzishni xohlayman" to mean the same thing. Another similarity is the use of adverbs to modify verbs and express ability. In English, we might say "I swim well" to mean "I am able to swim effectively," while in Uzbek, we might say "Men yaxshi suzaman" to mean the same thing.

Result and Discussion:

The results of this study have shown that there are both similarities and differences between English and Uzbek in terms of expressing ability. In terms of grammatical structures, English tends to rely more on auxiliary verbs like "can" to express ability, while Uzbek uses the verb "qila olmoq" more frequently. Additionally, English uses the present continuous tense to express ability in the present moment, while Uzbek uses the present simple tense. In terms of lexical items, English has a wider range of words and phrases that can be used to express ability, while Uzbek tends to rely more on verbs and adjectives. However, both languages use the infinitive form of verbs and adverbs to express ability in certain contexts. These findings have important implications for language teaching and learning. For example, teachers of English as a second language may need to focus more on teaching the use of auxiliary verbs and the present continuous tense to

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express ability, while teachers of Uzbek as a second language may need to focus more on teaching the use of the verb "qila olmoq" and the present simple tense.

Additionally, learners of both languages may benefit from learning more about the similarities and differences between the two languages in terms of expressing ability. This can help them to develop more accurate and effective communication skills in both languages, and to avoid common errors and misunderstandings.

Conclusion:

In conclusion, this study has identified several similarities and differences between English and Uzbek in terms of expressing ability. While there are some differences in the grammatical structures and lexical items used, there are also some similarities in the way that ability is expressed in both languages. These findings have implications for language teaching and learning, as a better understanding of the similarities and differences between English and Uzbek can help learners to develop more accurate and effective communication skills in both languages. Overall, this study has contributed to our understanding of how ability is expressed in English and Uzbek languages. While there are some differences in the grammatical structures and lexical items used, there are also some similarities in the way that ability is expressed in both languages. By identifying these similarities and differences, this study can help to improve language teaching and learning, and to promote more effective communication between speakers of English and Uzbek.

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