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“O‘ZBEK TILIDA SO‘ZLASHUVCHI INGLIZ TILI O‘RGANUVCHILARINING  
GRAMMATIK XATOLARINI XATOLAR TAHLILI ASOSIDA O‘RGANISH”

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**Annotatsiya:** Mazkur maqolada o‘zbek tilida so‘zlashuvchi ingliz tili o‘rganuvchilarining yozma va og‘zaki nutqida uchraydigan grammatik xatolar Error Analysis yondashuvi asosida tahlil qilinadi. Tadqiqot jarayonida talabalar tomonidan bajarilgan grammatik testlar, essaylar va speaking namunalari o‘rganildi hamda xatolar turkumlarga ajratiladi. Natijalar shuni ko‘rsatadiki, eng ko‘p uchraydigan xatolar articles, prepositions, verb tenses, plural forms va word order bilan bog‘liqdir. Tahlil natijalari asosida xatolarning asosiy sabablari aniqlanib, ularni bartaraf etish bo‘yicha metodik tavsiyalar ishlab chiqildi. Jumladan, qoida jadvallari, gap to‘ldirish mashqlari, interaktiv usullar va audio-visual materiallar metodlari taklif etildi. Tadqiqot natijalari ingliz tilini xorijiy til sifatida o‘qitish jarayonini takomillashtirish hamda o‘quvchilarning grammatik kompetensiyasi oshirishda muhim ahamiyat kasb etadi.

**Kalit so‘zlar:** Error Analysis, grammatik xatolar, interlingual xatolar, intralingual xatolar, ingliz tilini o‘qitish metodikasi, articles, prepositions, verb tenses, plural forms, word order.

### Kirish

Ingliz tili - zamonaviy dunyoda global kommunikatsiya va ilm-fan tilidir. O‘zbekiston talabalarining ingliz tilini o‘rganishi ta‘lim, ish va ilmiy faoliyat uchun muhim ahamiyatga ega. Biroq, ingliz tilini ikkinchi til sifatida o‘rganayotgan talabalar ko‘plab xatolarga yo‘l qo‘yadilar. Ushbu loyiha “Common Errors of Uzbek EFL Learners” mavzusiga bag‘ishlangan bo‘lib, ularning eng ko‘p uchraydigan xatolarini aniqlash va ularni bartaraf etish usullarini ishlab chiqishga qaratilgan.

Loyiha dolzarbligi quyidagi omillardan kelib chiqadi:

- Til xatolari talabalar nutqi va yozuv sifatini pasaytiradi.
- Xatolar talaffuz, grammatika va lug‘at darajasida uchraydi.

Ta‘lim jarayonida xatolarni aniqlash va metodik yechimlar ishlab chiqish, ingliz tilini samarali o‘rgatishga yordam beradi.

### Adabiyotlar tahlili

Ilmiy manbalar tahlili shuni ko‘rsatadiki, xatolar tahlili (Error Analysis) ingliz tilini o‘rgatishda samarali vosita hisoblanadi (Selinker, 1972). Unga ko‘ra, o‘rganilayotgan til xatolarini aniqlash orqali talabalar til qoidalarini o‘zlashtirishda samarali yechimlar ishlab chiqish mumkin. Selinkerning Xatolar Tahlili (EA) - Ikkinchi Tilni O‘rganish (Second Language Acquisition, SLA) nazariyasining muhim yondashuvlaridan biridir. Bu



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yondashuv o'rganuvchi xatolarini faqat noto'g'ri deb hisoblash o'rniga, ularni til o'rganish jarayonining tizimli, mazmunli va ajralmas qismi sifatida o'rganadi.

EAning asosiy maqsadi - talabalar tomonidan qilinadigan xatolarni aniqlash, tasniflash va izohlash orqali maqsadli tilni qanday o'zlashtirayotganini tushunishdir. Shu jarayonda xatolar faqatgina "noto'g'ri" deb qaralmaydi, balki ular interlanguage (o'rganilayotgan tilning talabaning tiliga xos o'zgarishlari) va intralingual (til ichidagi qoidalar bilan bog'liq) omillar asosida tahlil qilinadi. Bu yondashuv o'qituvchilarga va tadqiqotchilarga talabalarning til o'rganishdagi zaif tomonlarini aniqlash, ularni samarali tarzda bartaraf etish va metodik yechimlar ishlab chiqishda yordam beradi. Raymond Murphyning "English Grammar in Use" (2019) kitobi ingliz tilini ikkinchi til sifatida o'rganayotgan talabalar uchun eng muhim manbalardan biridir. Kitobda grammatik qoidalar sodda va tushunarli tarzda izohlangan, har bir qoidaga ko'plab misollar keltirilgan. Murphy xatolar tahliliga katta e'tibor qaratadi: u grammatik xatolarni nafaqat to'g'ri yoki noto'g'ri deb belgilash, balki talabaning xatoga nima sabab bo'lganini tushunish jihatidan yondashadi. Murphy kitobidagi yondashuv talabalarni mustaqil o'rganishga rag'batlantiradi va xatolarni aniqlash orqali o'rganuvchining grammatika va talaffuzdagi zaif tomonlarini aniqlashga imkon beradi. Shu bilan birga, bu manba ilmiy maqola va tadqiqotlarda EFL learnerlarning xatolarini tahlil qilish uchun keng qo'llaniladi.

Shuningdek, tadqiqotlarda talaffuz xatolarini kamaytirish uchun audio mashqlar va talaffuz treninglari tavsiya qilinadi (British Council, 2020). O'zbekiston talabalari uchun maqolalar, prepositions va plural xatolar eng ko'p uchraydi.

### **Grammatik xatolar bo'yicha tadqiqotlar**

Murphy (2019) "English Grammar in Use" kitobida grammatik xatolar asosiy turlari quyidagicha keltirilgan:

Articles (a/an/the)

Prepositions (in, on, at, about)

Verb tenses (simple present, past, continuous)

Plural forms (-s/-es)

Word order (SVO tartibi)

Bu xatolar ko'pincha talabaning ona tilidan kelib chiqadi, chunki o'zbek tilida article yo'q, prepositions va fe'l zamonlari ingliz tilidagi kabi murakkab emas.

### **Talaffuz xatolari**

Talaffuz xatolari ham o'rganishda keng tarqalgan muammo hisoblanadi (British Council, 2020). Misol uchun:

think → sink

this → dis

very → wery

Tadqiqotlar shuni ko'rsatadiki, talaffuz xatolari o'quvchining gapirishiga ishonchni pasaytiradi va so'zlashuv samaradorligini kamaytiradi. Shu sababli audio mashqlar va talaffuz treninglari tavsiya qilinadi.

### **O'zbekiston hududi bo'yicha xulosalar**



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O'zbekiston talabalari uchun maqolalar, prepositions va fe'l zamonlari eng ko'p uchraydigan xatolar hisoblanadi (Akbarova, 2018). Bu xatolar:

Ona tilining ta'siri

Grammatik qoidalarni yetarli tushunmaslik

Amaliyot kamligi

Yozuv va gapirish mashqlarining cheklanganligikabi omillardan kelib chiqadi.

Bundan tashqari, xatolarni tahlil qilish orqali talabalar o'z zaif tomonlarini aniqlaydi va ular uchun moslashgan mashqlar ishlab chiqish mumkin.

### **Xatolarni o'rganish bo'yicha metodlar**

Ilmiy tadqiqotlar shuni ko'rsatadiki, EFL learnerlarning xatolarini tahlil qilish quyidagi usullar orqali samarali bo'ladi:

1. Essay yozdirish - grammatik va leksik xatolarni aniqlash uchun
2. Grammar testlar - prepositions, articles, verb tense bo'yicha xatolarni statistik tahlil qilish
3. Speaking tahlili - talaffuz va gap qurish xatolarini aniqlash
4. Audio mashqlar va mashqlar kitoblari - xatolarni bartaraf etish uchun amaliy yechim

Tadqiqotlar shuni ko'rsatadiki, xatolarni aniqlash va ularni bartaraf etish metodikasi talabani ingliz tilini o'rganish samaradorligini sezilarli darajada oshiradi (Richards, 1974; Akbarova, 2018).

### **TADQIQOT METODLARI**

#### **Test ishlash boyicha natijalar**

Q1	Articles	7	46%
Q2	Articles	8	53%
Q3	Preposition	6	40%
Q4	Preposition	10	66%
Q5	Verb tense	5	33%
Q6	Verb tense	9	60%
Q7	Plural	11	73%
Q8	Plural	10	66%
Q9	Word order	5	33%
Q10	Word order	6	40%

O'tkazilgan test natijalari shuni ko'rsatadiki, o'zbek EFL o'rganuvchilari natijalari orasida eng ko'p uchraydigan xatolar prepositions, verb tense and plural bilan bog'liq. Articles va word order xatolari o'rtacha darajada.

#### **Speaking xatolarini tahlil qilish**

Q1	Articles	12	80%
Q2	Prepositions	9	60%
Q3	Verb tense	6	40%



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Q4	Word order	4	26%
Q5	Plural forms	11	73%
Q6	Vocabulary misuse	8	53%
Q7	Pronunciation	7	46%
Q8	Fluency	9	60%

Speaking yozuvlari tahlili shuni ko'rsatadiki, talabalar asosan articles, plural forms, pronunciation va fluency xatolariga yo'l qoyadilar. Asosan bu xatolarning asosiy sababi ona tili interferensiyasi bilan izohlanadi.

**Essay xatolar jadvali**

Q1	Articles	8	53%
Q2	Prepositions	7	46%
Q3	Verb tense	9	60%
Q4	Word order	5	33%
Q5	Plural forms	8	53%
Q6	Vocabulary usage	11	73%

Essay yozuvlari tahlili shuni ko'rsatadiki, talabalar vocabulary usage and verb tense xatolariga yo'l qoyadilar. Articles, prepositions va plural forms o'rtacha ko'rsatkichni ko'rsatdi.

Tadqiqot shuni ko'rsatadiki, grammatik xatolar talaffuz va lug'at darajasiga nisbatan ko'proq uchraydi. Ona tilining ta'siri va amaliyot yetishmasligi xatolarga asosiy sabab bo'ladi.

**Yechim metodikasi**

**Articles: A, an, the jadvali va mashqlar bilan ishlash**

**a**

Birorta, noma'lum narsani bildiradi; consonant bilan boshlanadigan so'zdan oldin ishlatiladi

I saw a cat in the garden. She wants a pen.

“Bir” degan ma'noda ishlatiladi; biror ma'lum bo'lmagan narsa

**an**

Birorta, noma'lum narsani bildiradi, vowel (a, e, i, o, u) bilan boshlanadigan so'zdan oldin ishlatiladi

I ate an apple. He is an engineer.

“Bir” degan ma'noda ishlatiladi, tovushga qarab a/an tanlanadi

**the**

Ma'lum, oldindan aytilgan yoki yagona narsani bildiradi

The sun rises in the east. I read the book you gave me.

“Bu” yoki “shuni” degan ma'noda ishlatiladi; takroriy yoki yagona narsalarda



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A/An - birinchi marta tilga olingan narsalar bilan ishlatiladi:

I bought a car. (yangi mashina nazarda tutilgan)

The - keyingi marta eslatilgan yoki aniq narsa bilan ishlatiladi:

I bought a car. The car is red.

Hech qachon article ishlatilmaydigan holatlar:

Uncountable nouns yoki umumiy narsalar

Water is essential.

Life is beautiful.

### Mashqlar

A,an,the

1. I bought... book yesterday.
2. She is ... honest student.
3. ... sun rises in the east.
4. He wants to be ... engineer.
5. We stayed at ...hotel near the airport.
6. ...Nile is the longest river in Africa.
7. She has ... cat and ...dog.
8. I saw ... movie you recommended.
9. He ate ... apple before class.
10. ... students in my group are very active.

**Preposition** – ot, olmosh yoki gerunddan oldin kelib, ularning boshqa sozlar bilan **joy, vaqt, yonalish, sabab, vosita** kabi munosabatini bildiradi.

### in

Joy, vaqt (oy, yil, mavsum), ichida

I live in Tashkent. She was born in 2005.

“Ichida” yoki “davr ichida” ma’nosi beradi

### on

Sirt, kun, sana

The book is on the table. I was born on Monday.

“Ustida” yoki “belgilangan kun” ma’nosi

### at

Aniq joy, aniq vaqt, faoliyat nuqtasi

We met at the station. The class starts at 8 a.m.

“Aniq joy yoki vaqt” ma’nosi beradi

### to

Harakat, yo‘nalish

I am going to school. Give it to me.

“Yo‘nalish yoki qabul qiluvchi” ma’nosi

### for

Maqsad, foyda, vaqt davomiyligi

This gift is for you. I have lived here for 3 years.



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“Uchun, davomida” ma’nosi

**with**

Birga, vosita, holat

I went to the park with my friends. He cut it with a knife.

“Bilan, yordamida” ma’nosi

**about**

Mavzu, haqida

We talked about the problem. This book is about history.

“Haqida, mavzu” ma’nosi

Qo‘shimcha tavsiyalar

in / on / at -joy va vaqtni ifodalashda farqiga e’tibor berish:

in (yil, oy, shahar)

on (kun, sana, sirt)

at (aniq joy, aniq vaqt)

to , for , with , about - kontekstga qarab tanlash:

to - yo‘nalish, berish

for - foyda, vaqt davomiyligi, sabab

with - birga, vosita

about - mavzu yoki narsa haqida

**Preposition**

1. She is interested ... music.
2. We arrived ... the airport at 6 pm.
3. He is good ... English.
4. The book is ... the table.
5. I was born ... 2005.
6. They are waiting ... the bus.
7. She lives ... Tashkent.
8. He is afraid ... dogs.
9. We have a meeting ... Monday.
10. The cat is hiding ... the chair.

**Verb tense: Timeline mashqlari va misollar**

**Zamon**

**1. Present Simple**

Doimiy ish-harakat, odat

S + V1(s/es)

She works every day

**2. Present Continuous**

Hozir davom etayotgan ish

S + am/is/are + V-ing

They are studying now

**3. Past Simple**



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O'tgan zamonda tugagan ish

S + V2 / ed

He visited Samarkand

4.Past Continuous

O'tmishda davom etayotgan ish

S + was/were + V-ing

I was reading at 8 pm

5.Present Perfect

Natijasi hozirga ta'sir qiladi

S + have/has + V3

She has finished work

Present Perfect Continuous

Qancha vaqtdan beri davom etmoqda

S + have/has been + V-ing

We have been learning English

7.Past Perfect

O'tmishdagi boshqa ishgacha tugagan

S + had + V3

They had left before I came

8.Future Simple

Kelajak reja / tahmin

S + will + V1

I will call you

Be going to

9.Rejalashtirilgan kelajak

S + am/is/are + going to + V1

She is going to travel

10. Future Continuous

Kelajakda davom etadi

S + will be + V-ing

Correct Verb Form

1. She usually ... (go) to university by bus.
2. They ... (study) English now.
3. I ... (visit) Samarkand last year.
4. He ... (do) his homework at the moment.
5. We ... (not finish) the test yet.
6. She ... (work) here since 2022.
7. When I came, they ... (play) football.
8. I think it ... (rain) tomorrow.
9. She ... (already / eat) lunch.
10. This time tomorrow we ... (travel) to Bukhara.



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### Plural

Misollar (Birlik-Ko‘plik)

1. Oddiy qo‘shimcha -s qo‘shiladi

Ko‘pchilik otlarga -s qo‘shiladi

book – books , pen – pens , car – cars

2. -es qo‘shiladi

-s, -ss, -sh, -ch, -x, -o bilan tugasa

bus – buses, box - boxes, watch - watches

3. -y → -ies

Undosh + y bilan tugasa

baby – babies, city – cities

4. -y → -s

Unli + y bo‘lsa

boy – boys, toy – toys

5. -f / -fe → -ves

Ba‘zi so‘zlarda f o‘zgaradi

leaf – leaves, wife – wives

6. -f → -s (istisno)

Hammasi ham -ves bo‘lmaydi

roof – roofs chief – chiefs

7. O‘zak o‘zgarishi

man – men, woman – women, foot – feet

### Plural Form

1. I have two ... (book).

2. There are many ... (child) in the park.

3. She bought three ... (dress).

4. We saw several ... (man) at the meeting.

5. The ... (baby) are sleeping.

6. He has two ... (watch).

7. Many ... (student) attended the lecture.

8. The ... (leaf) are falling.

9. She visited different ... (country).

10. There are five ... (box) on the table.

### Pronunciation: Audio mashqlar, tongue twisters va talaffuz treningi

Talabalar to‘g‘ri talaffuzni eshitib, takrorlash orqali o‘z xatolarini aniqlashda audio mashqlar juda muhim rol o‘ynaydi. Buni amalga oshirish uchun bir necha usullar mavjud. Jumladan:

Ingliz tilidagi audio kitoblar yoki podcastlarni tinglash

Har bir so‘zni yoki gapni tinglab, o‘z ovozi yozib solish

Ovoz yozuvini asl audio bilan solishtirish



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Mashqlar bilan ishlash:

Audio: "The sun rises in the east."

Tongue Twisters (Tez aytishlar)

Maqsad: Og'iz mushaklarini rivojlantirish, tez va to'g'ri talaffuzni o'rganish.

Mashqlar:

She sells sea shells by the sea shore.

Peter Piper picked a peck of pickled peppers.

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

Talaffuz treningi

Maqsad: Talabalar individual xatolarini aniqlash va bartaraf etish.

Metodlar:

O'qituvchi talabaning talaffuzini eshitib, xatolarni qayd qiladi

Problematic sounds (masalan, /θ/, /ð/, /v/ vs /w/) ustida alohida mashq beriladi

Minimal pairs mashqlari (ship/sheep, very/wary) orqali farqni tushuntirish

Role-play va dialog mashqlari bilan mustahkamlash

Manbalar:

Spotify <https://open.spotify.com> Easy English: Learn English with everyday conversations

Spotify <https://open.spotify.com> The Speak Confident English Podcast

**Word order: Gap qurish mashqlari va interaktiv o'yinlar Jumbled Words (Aralashtirilgan so'zlar)**

Talabalar aralashtirilgan so'zlarni to'g'ri tartibga keltiradi.

Mashq misollari:

book / the / reads / girl / a → The girl reads a book.

yesterday / he / football / played / in / the park → He played football in the park yesterday.

at / my / studied / desk / I → I studied at my desk.

Fill-in-the-Blank (Bo'sh joyga to'ldirish)

**Mashqlar:**

... is reading a book. → She is reading a book.

They ... to school every day. → go

We ... lunch at 1 p.m. → have

**Sentence Expansion (Gapni kengaytirish)**

Mashqlar:

She / read / a book → She read a book yesterday in the library.

They / play / football → They play football every weekend in the park.

Bu metodlar talabalarning grammatika va talaffuz darajasini sezilarli oshirishga yordam beradi.

**Xulosa**

Ushbu tadqiqot ishida o'zbek tilida so'zlashuvchi ingliz tili o'rganuvchilarining yozma va og'zaki nutqida uchraydigan xatolar Error Analysis yondashuvi asosida



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o'rganildi. Tahlil jarayonida talabalar tomonidan bajarilgan grammar testlar, essay yozuvlari hamda speaking namunalari yig'ildi va tahlil qilindi.

Natijalar shuni ko'rsatdiki, eng ko'p uchraydigan xatolar articles (a/an/the), prepositions, verb tenses, plural forms hamda word order bilan bog'liq bo'ldi. Ayniqsa, preposition va article xatolarining yuqori foizda qayd etilishi ingliz va o'zbek tillari strukturasi o'rtasidagi farqlar bilan izohlanadi. Shuningdek, ayrim xatolar intralingual omillar ya'ni ingliz tilidagi qoidalarni ortiqcha umumlashtirish yoki noto'g'ri qo'llash natijasida yuzaga kelgani aniqlandi. Masalan, perfect zamonlarda V3 o'rniga V2 ishlatish, yoki present simple'da -s qo'shimchasini tushirib qoldirish kabi xatolar shular jumlasidandir. Tadqiqot davomida aniqlangan xatolarni kamaytirish maqsadida metodik yechimlar ham ishlab chiqildi. Jumladan, grammar bo'yicha qoida jadvallari, gap to'ldirish mashqlari, interaktiv o'yinlar, sentence-building faoliyatlari, pronunciation treninglari, audio-podcast mashqlari hamda peer-correction usullari tavsiya etildi. Ushbu metodlar talabalarning nafaqat grammatik aniqligini, balki nutq ravonligi va ishonchliligini ham oshirishga xizmat qiladi. Xulosa qilib aytganda, Error Analysis yondashuvi ingliz tilini o'qitish jarayonida o'rganuvchi xatolarini chuqur anglash, ularning kelib chiqish sabablarini aniqlash hamda samarali metodik yechimlar ishlab chiqishda muhim ilmiy va amaliy ahamiyat kasb etadi. Mazkur tadqiqot natijalari kelgusida EFL o'qitish metodikasini takomillashtirish, o'quv dasturlarini optimallashtirish va talabalar til kompetensiyasini rivojlantirishda foydali manba bo'lib xizmat qiladi.

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