

nafaqat ta'lim muassasalarida, balki jamiyatning barcha sohalarida, yoshlar orasida ma'naviy qadriyatlarni mustahkamlash uchun imkoniyatlar yaratadi. Tadqiqot natijalaridan kelib chiqqan holda, maktabgacha ta'lim bosqichidan boshlab, ma'naviy qadriyatlarni o'rgatishdagi innovatsion metodlar va pedagogik texnologiyalarning samaradorligini ko'rish mumkin. Bu metodlar yoshlarning axloqiy va ijtimoiy rivojlanishiga ta'sir qilayotgan asosiy omillar sifatida e'tiborga olinadi. Maktabgacha ta'limdagi 78,4% o'quvchilarning ma'naviy qadriyatlarni yaxshi u bilan birga, umumta'lim maktablari va oliy ta'lim muassasalarida ma'naviy qadriyatlarni o'rgatishda yuzaga keladigan qiyinchiliklar, bu jarayonni samarali tashkil etishda e'tibor qaratilishini talab etadi.

Xulosa. Maqolada O'zbekistonda uzluksiz ta'lim tizimi orqali yoshlarning ma'naviy dunyoqarashini rivojlantirishning ahamiyatini tahlil etdi. Tadqiqot davomida olingan natijalar shuni ko'rsatdiki, ta'lim tizimining ma'naviy qadriyatlarni shakllantirishdagi o'rni juda katta. Maktabgacha ta'lim bosqichidan boshlab, yoshlarning axloqiy va ijtimoiy rivojlanishini ta'minlash, ularni jamiyatga foydali, ma'naviyatli va mas'uliyatli insonlar sifatida shakllantirish uchun uzluksiz ta'lim tizimi samarali vosita bo'lishi mumkin.

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GRAMMATICAL SIMILARITIES AND DIFFERENCES BETWEEN ENGLISH AND UZBEK: A COMPARATIVE STUDY

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Abstract: This study examines the grammatical similarities and differences between English and Uzbek, two languages that belong to different linguistic families. English, a Germanic language within the Indo-European family, and Uzbek, a Turkic language from the Altaic family, differ significantly in sentence structure, verb formation, and noun inflection. While English relies on a fixed word order

and auxiliary verbs, Uzbek uses agglutinative structures with various affixes. Despite these differences, both languages share some functional similarities, such as indicating tense and possession. Understanding these aspects can significantly support second language acquisition, especially for Uzbek-speaking learners of English.

Keywords: English, Uzbek, comparative grammar, word order, agglutination, morphology, second language acquisition

Grammar is the structural foundation of any language. English and Uzbek, though used in distinct cultural and linguistic contexts, offer an insightful comparison for language learners and educators. As members of different language families, their grammatical systems differ in form and function. This paper explores key grammatical aspects such as sentence structure, verb conjugation, noun cases, and possession, emphasizing their relevance to language learning and translation.

English follows a strict Subject–Verb–Object (SVO) word order. For example:

- *The boy eats an apple.*

In contrast, Uzbek typically follows a Subject–Object–Verb (SOV) structure:

- *Bola olmani yeydi.* (Literal translation: "Boy apple eats")

While English word order carries grammatical meaning, Uzbek allows more flexibility, relying on word endings and particles to convey relationships between words.

English expresses tense primarily through auxiliary verbs and verb forms, distinguishing 12 tenses across three time frames: past, present, and future.

- *She has been working.* (present perfect continuous)

Uzbek, on the other hand, expresses tense using suffixes attached to the verb stem:

- *U ishlayapti.* (She is working)
- *U ishladi.* (She worked)
- *U ishlamoqchi.* (She wants/intends to work)

Personal pronouns are often omitted in Uzbek because the verb endings indicate the subject.

In English, noun inflection is minimal, with possession (-'s) and plural (-s) being the main forms.

Uzbek uses six grammatical cases, expressed through suffixes:

- *Kitob* (book)
- *Kitoblar* (books)
- *Kitobning* (of the book — genitive)
- *Kitobga* (to the book — dative)
- *Kitobdan* (from the book — ablative)

Agglutination allows Uzbek to express complex grammatical relationships by attaching multiple suffixes to a single root.

English uses possessive pronouns and the apostrophe-s construction:

- *My book, John's pen*

Uzbek expresses possession through suffixes:

- *Kitobim* (my book)
- *Kitobi* (his/her book)

This morphological strategy eliminates the need for separate possessive pronouns in many cases.

Despite structural differences, both languages share functional similarities:

- Both mark tense (though differently)
- Both distinguish between singular and plural nouns
- Both can use formal and informal styles depending on the context (e.g., honorific forms in Uzbek)

For Uzbek-speaking learners of English, understanding the differences in word order and morphology is crucial. Instructors should emphasize the importance of English syntax and the role of auxiliary verbs. At the same time, the similarity in expressing possession and tense can be used to create bridges

in understanding. Comparative grammar teaching aids learners in transferring existing knowledge to a new language system.

English and Uzbek offer contrasting yet complementary approaches to grammatical expression. While English relies on a rigid syntactic structure, Uzbek favors morphological complexity through agglutination. Recognizing both similarities and differences enhances second language learning, translation, and linguistic awareness. Comparative linguistic studies such as this play a vital role in bridging language learning gaps and fostering cross-linguistic competence.

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THE ROLE OF GAMIFICATION FOR MOTIVATION IN ENGLISH LEARNING

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Annotation. This article investigates the role of gamification in enhancing motivation in English language learning. It explores how game elements such as points, badges, leaderboards, and narrative storytelling can increase learner engagement and persistence. Through a review of existing research, the study evaluates both the pedagogical benefits and challenges of implementing gamified methods in English classrooms and digital platforms. The findings indicate that gamification can significantly improve student motivation, autonomy, and enjoyment when designed with clear educational goals in mind.

Keywords: Gamification, Motivation, English Language Learning, Game-based Learning, Educational Technology, Learner Engagement, Digital Pedagogy

Introduction. In the modern educational landscape, motivation plays a critical role in language acquisition. Traditional teaching methods often fail to maintain consistent student engagement, especially in language learning contexts. Gamification—defined as the use of game design elements in non-game contexts—has emerged as a powerful strategy to increase learner motivation and participation [1]. By transforming routine language learning activities into interactive experiences, gamification has been shown to positively affect student attitudes, retention, and performance [2].

This paper explores how gamification can be effectively integrated into English language learning environments to foster motivation and deeper engagement.

Literature Review. In recent years, gamification has gained significant attention in the field of education, particularly in the context of English language learning. Gamification refers to the application of game design elements—such as points, leaderboards, and rewards—in non-game settings to foster user engagement and motivation. Numerous studies have examined how