LEXICAL AND GRAMMATICAL ERRORS IN THE RUSSIAN SPEECH OF UZBEK-SPEAKING STUDENTS: A CONTRASTIVE ASPECT

Jumaeva Shakhlo Chorievna

Senior Lecturer, Termez State University of Engineering and Agrotechnologies

DOI: https://doi.org/10.5281/zenodo.24118577 · Received: 29 October 2026 · Accepted: 1 November 2026 · Published: 4 November 2026

Abstract: The article examines potential lexical and grammatical difficulties that arise when students whose native language is Uzbek learn Russian. Based on a comparison of selected features of the two language systems, it analyses the use of case forms, prepositional-case constructions, agreement, verb government and lexical collocability. Particular attention is paid to language interference as one of the factors in the formation of errors. Teaching techniques aimed at developing grammatical and lexical competence are proposed. The study is theoretical and analytical in nature; the examples serve to illustrate possible difficulties rather than to report the results of an experiment.

Keywords: Russian language, Uzbek language, Uzbek-speaking students, language interference, grammatical errors, lexical errors, contrastive linguistics, language teaching methodology

I. Introduction

In a multilingual educational environment, proficiency in Russian is important for academic and professional communication. At the same time, learning Russian presents a number of difficulties for students whose native language is Uzbek, owing to differences between the two languages in grammatical structure, lexical collocability and syntactic organisation.

One of the factors that shape a learner's speech is interference – the transfer of features of one language into the use of another. It may manifest itself in the choice of a grammatical form, the use of a preposition, the construction of a phrase or the choice of a lexical unit.

The relevance of the study lies in the need to systematise possible errors in the Russian speech of Uzbek-speaking students and to develop teaching techniques that take the specifics of language contact into account.

The aim of the article is to examine typical potential difficulties in the use of Russian grammatical forms and lexical units from the standpoint of a comparison between Russian and Uzbek.

The objectives of the study are: to define the concept of language interference; to describe selected differences between the language systems; to consider examples of difficulties in the use of cases, prepositions, agreement and lexical collocability; and to propose ways of preventing errors.

The methodological basis of the study consists of descriptive and contrastive methods. Establishing the actual frequency of errors requires further empirical research on students' written and oral production.

II. Language interference and its role in learning Russian

Language interference arises under conditions of language contact and manifests itself in the influence of familiar language patterns on the use of the target language. In the learning process it may take the form of transfer of grammatical constructions, of ways of expressing relations between words, and of features of lexical collocability.

Russian and Uzbek belong to different language families and differ substantially in grammatical organisation. In Russian, nouns are inflected for case, adjectives agree with nouns in gender, number and case, and relations between words are often expressed by prepositions and inflectional endings. In Uzbek, grammatical relations are organised differently: agglutinative patterns of inflection and postpositions are widely used, and there is no grammatical category of gender.

These differences create preconditions for certain difficulties. For example, a learner of Russian must not only memorise the form of a noun but also determine which case a particular construction requires. In addition, the government of the verb and the agreement of dependent words must be taken into account.

However, not all errors should be attributed to the influence of the native language. They may result from insufficient mastery of a rule, a limited vocabulary, the influence of previously learned languages or the specifics of classroom practice. The concept of interference should therefore be used with caution: the specific cause of an error can only be established through analysis of language data.

III. Difficulties in mastering the Russian case system

The case system is an important area of Russian grammar. The case form of a noun depends on its syntactic function, the meaning of the preposition and the government of the head word.

Consider the sentence «Я интересуюсь русским языком» ('I am interested in the Russian language'). The verb интересоваться ('to be interested in') requires the instrumental case. In the construction «Я интересуюсь русский язык» the normative government pattern is violated. A similar difficulty may arise with other verbs that require a particular case.

Another example is «Я помог своему другу» ('I helped my friend'). The verb помогать ('to help') governs the dative case. Consequently, when constructing the sentence, the learner must choose correctly not only the ending of the noun but also the form of the dependent pronoun.

To develop this skill, it is important to study cases not merely as a set of endings but as part of typical constructions. Useful patterns include интересоваться чем? ('be interested in what?' – instrumental), помогать кому? ('help whom?' – dative), обсуждать что? ('discuss what?' – accusative) and гордиться кем? ('be proud of whom?' – instrumental). Such work makes it possible to link a grammatical form with a specific meaning and communicative task.

It should also be borne in mind that the same case form may

© 2026 Bulletin of International Journals · Germany · ISSN 2750-3402 (online) · CC BY 4.0

be used in different contexts. Mechanical memorisation of endings without analysis of syntactic relations therefore does not always ensure correct use of a construction.

IV. The use of prepositions and the formation of prepositional constructions

Prepositions are an important means of expressing spatial, temporal, causal and other relations. In Russian, the choice of preposition often depends on the meaning of the verb and on the fixed nature of a particular word combination.

Compare the normative constructions учиться в университете ('to study at university'), работать над проектом ('to work on a project'), говорить о книге ('to talk about a book') and зависеть от обстоятельств ('to depend on circumstances'). Each represents a particular grammatical pattern that must be learned as a whole.

Difficulties may arise when a learner tries to transfer a familiar construction from the native language directly into Russian. Correspondences between the languages are not always direct: the same situation may be expressed by different grammatical means.

To prevent errors, it is recommended to study prepositions as part of phrases and sentences and to compare similar constructions. For example, students can sort examples according to the pattern "verb + preposition + case", complete sentences and explain their choice of form.

Text editing is a further useful exercise. The student receives a short passage with missing or incorrectly used prepositions, corrects it and explains the underlying grammatical rule. This approach helps learners move from recognising a rule to applying it independently.

V. Agreement and verb government

In Russian, adjectives agree with nouns in gender, number and case. For speakers of Uzbek, mastering the category of grammatical gender may require additional attention, since this category is absent from the Uzbek grammatical system.

The phrases новый учебник ('a new textbook', masculine), интересная книга ('an interesting book', feminine) and сложное задание ('a difficult task', neuter) show the need to take the grammatical characteristics of the noun into account. When the case changes, the form of the dependent adjective changes too: нового учебника, интересной книги, сложному заданию.

In classroom practice it is useful to combine exercises on identifying the gender of nouns, adjective agreement and declining phrases by case. This allows grammatical categories to be learned in relation to one another.

Verb government requires separate attention. Russian verbs may require different cases depending on their meaning. For example, the combinations пользоваться словарём ('to use a dictionary'), обращать внимание на деталь ('to pay attention to a detail') and обсуждать проблему ('to discuss a problem') are normative. They should be learned as fixed patterns rather than as random combinations of words.

VI. Lexical errors and violations of collocability

Lexical errors involve the incorrect choice of a word, confusion of units with similar meanings, and violation of collocational norms. A learner may know the translation of an individual word without being familiar with all the contexts in which it is used.

In Russian, the combinations принимать решение ('to make a decision'), оказывать помощь ('to provide assistance'), обращать внимание ('to pay attention') and играть роль ('to play a role') are normative. Replacing one component with another by analogy with the native language may produce an unnatural expression.

Polysemous words present a particular difficulty. Their correct use depends on context, register and collocation with other words. The study of vocabulary should therefore include not only translation but also examples of typical collocations, synonym series and contextual exercises.

To develop lexical competence, thematic vocabularies, tasks on choosing the appropriate word, sentence editing and the writing of short texts can be used. It is also useful to discuss why a particular combination is normative while another sounds unnatural.

VII. Teaching recommendations and a model for further research

Work on errors should include diagnosis, explanation, practice and re-testing. First of all, it is necessary to determine which difficulties are actually characteristic of a particular group of students. To this end, written work or oral production should be collected in compliance with confidentiality requirements.

At the next stage, errors can be classified by type: case forms, prepositions, agreement, verb government, lexical collocability and syntactic construction. A qualitative analysis is then carried out to identify the possible causes of each type of error.

If the study is intended to yield quantitative conclusions, the sample size, the learners' proficiency level, the type of task and the unit of counting must be defined in advance. For example, the number of errors of a given type per hundred words of written text can be recorded. Without such data, it cannot be reliably claimed that one type of error occurs more frequently than another.

In teaching, it is advisable to use contrastive analysis of Russian and Uzbek, exercises on grammatical patterns, contextual vocabulary learning and text editing. The effectiveness of these techniques should be assessed on the basis of the results of follow-up tasks, and not only on the teacher's subjective impressions.

VIII. Conclusion

A comparison of Russian and Uzbek makes it possible to identify several areas that require special attention in teaching Russian speech: the case system, prepositional-case constructions, agreement, verb government and lexical collocability.

Language interference is one possible factor in the occurrence of errors, but its influence must be established on the basis of specific language data. Insufficient mastery of rules,

a limited vocabulary and the specifics of classroom practice may be equally important causes.

Methodologically sound teaching involves a combination of grammar exercises, contrastive analysis, contextual vocabulary learning and systematic checking of written work.

A prospect for further research is the creation of a corpus of written work by Uzbek-speaking students, the classification of the errors found and the determination of their frequency. Such work will make it possible to move from theoretical assumptions to empirically supported conclusions and to develop targeted recommendations for teaching Russian.

References

[1] Valgina, N. S. (2003). Aktivnye protsessy v sovremennom russkom yazyke [Active processes in the modern Russian language]: a textbook for university students. Moscow: Logos. 304 p.

[2] Azimov, E. G., & Shchukin, A. N. (2009). Novyy slovar' metodicheskikh terminov i ponyatiy (teoriya i praktika obucheniya yazykam) [A new dictionary of methodological terms and concepts (theory and practice of language teaching)]. Moscow: IKAR.

[3] Shcherba, L. V. (1974). Yazykovaya sistema i rechevaya deyatel'nost' [Language system and speech activity]. Leningrad: Nauka.

[4] Kamalova, K. F. (2025). Interferentsiya rodnogo yazyka v russkoy rechi studentov-lingvistov [Native language interference in the Russian speech of linguistics students]. Journal of Science-Innovative Research in Uzbekistan, 3(4), 13–16. DOI: 10.71337/inlibrary.uz.journal-science-innovative.81845.