



MORPHOLOGICAL TYPOLOGY OF ENGLISH, UZBEK AND SPANISH

Jizzakh branch of the National University of Uzbekistan named after
Mirzo Ulugbek

The faculty of Psychology, Student of the 102-23 group

Eshpo'latova Rayhona Naym qizi

rayxonaeshpolatova043@gmail.com

Abduraxmanova Zilola Yoqubjon qizi

abduraxmanova@jbnuu.uz

Annotatsiya

Ushbu maqolada ingliz, o'zbek va ispan tillarining morfologik tipologiyasi qiyosiy jihatdan tahlil qilinadi. Tadqiqotda mazkur tillarning morfologik tuzilishi, so'z yasalishi, grammatik kategoriyalari hamda morfemalarning so'z tarkibidagi vazifalari o'rganiladi. Ingliz tilining analitik xususiyatlari, o'zbek tilining agglyutinativ tuzilishi va ispan tilining flektiv xususiyatlari misollar asosida yoritiladi. Shuningdek, ot va fe'l shakllari, ko'plik, egalik, grammatik jins, zamon, shaxs-son va grammatik moslashuv kabi kategoriyalarning ifodalanishidagi o'xshashlik va farqlar aniqlanadi. Tadqiqot natijalari uch tilning morfologik tizimlarini chuqurroq anglash, qiyosiy tilshunoslikni rivojlantirish hamda xorijiy tillarni o'qitish samaradorligini oshirishga xizmat qiladi.

Kalit so'zlar: Morfologik tipologiya, ingliz tili, o'zbek tili, ispan tili, morfologiya, morfema, agglyutinativ tillar, flektiv tillar, analitik tillar, so'z yasalishi, grammatik kategoriyalar, so'z o'zgarishi, derivatsiya, qiyosiy tilshunoslik, chog'ishtirma tahlil.

Abstract

This article presents a comparative analysis of the morphological typology of English, Uzbek, and Spanish. It examines the morphological structures of these languages, word-formation processes, grammatical categories, and the functions of morphemes within words. The analytic characteristics of English, the agglutinative structure of Uzbek, and the fusional features of Spanish are discussed through illustrative examples. Particular attention is given to similarities and differences in the expression of noun and verb forms, plurality, possession, grammatical gender, tense, person and number, and grammatical agreement. The findings contribute to a deeper understanding



of the morphological systems of the three languages, the development of contrastive linguistics, and the improvement of foreign-language teaching practices.

Key words: Morphological typology, English language, Uzbek language, Spanish language, morphology, morphemes, agglutinative languages, fusional languages, analytic languages, word formation, grammatical categories, inflection, derivation, comparative linguistics, contrastive analysis.

Аннотация

В данной статье представлен сравнительный анализ морфологической типологии английского, узбекского и испанского языков. Рассматриваются морфологическая структура данных языков, способы словообразования, грамматические категории и функции морфем в составе слова. На конкретных примерах раскрываются аналитические особенности английского языка, агглютинативная структура узбекского языка и флективные характеристики испанского языка. Особое внимание уделяется сходствам и различиям в выражении форм существительных и глаголов, множественного числа, принадлежности, грамматического рода, времени, лица и числа, а также грамматического согласования. Результаты исследования способствуют более глубокому пониманию морфологических систем трёх языков, развитию сопоставительного языкознания и совершенствованию методики преподавания иностранных языков.

Ключевые слова: Морфологическая типология, английский язык, узбекский язык, испанский язык, морфология, морфема, агглютинативные языки, флективные языки, аналитические языки, словообразование, грамматические категории, словоизменение, деривация, сравнительное языкознание, сопоставительный анализ.

INTRODUCTION

Morphological typology is an important branch of linguistics that studies the structure of words, the ways in which words are formed, and the grammatical relationships expressed through morphological elements. It helps linguists understand how languages organize their grammatical systems and how they differ from or resemble one another. The comparative study of English, Uzbek, and Spanish is particularly interesting because these languages belong to different language families and demonstrate



distinct morphological characteristics. English belongs to the Germanic branch of the Indo-European language family, Uzbek is a Turkic language belonging to the Turkic language family, and Spanish is a Romance language that developed from Latin. Although English and Spanish share a common Indo-European origin, their morphological systems have developed in different directions. Uzbek, on the other hand, provides a useful contrast because of its predominantly agglutinative structure. Examining these three languages from a morphological perspective makes it possible to identify their similarities, differences, and distinctive grammatical features.

Morphology is concerned with the internal structure of words and the smallest meaningful units known as morphemes. A morpheme is the smallest linguistic unit that carries meaning or performs a grammatical function. Morphemes can be divided into free morphemes, which can function independently as words, and bound morphemes, which must be attached to other elements. For example, the English word unhappiness consists of the free morpheme happy and the bound morphemes un- and -ness, with an additional change in the form of the base adjective. Similarly, the Uzbek word kitoblarimizdan can be divided into kitob meaning “book,” -lar indicating plurality, -imiz expressing possession, and -dan marking the ablative case, meaning “from our books.” In Spanish, the word hablábamos contains the verbal stem habl- and grammatical endings that indicate tense, person, and number. These examples demonstrate that words can contain several meaningful elements and that languages differ in how they combine these elements.

Traditional morphological typology distinguishes several major structural types of languages, including isolating, agglutinative, fusional, and polysynthetic languages. These categories describe general tendencies rather than absolute classifications, since individual languages may demonstrate characteristics associated with more than one type. English is often described as predominantly analytic, although it retains some inflectional features. Uzbek is a typical agglutinative language, while Spanish is generally classified as a fusional or inflectional language. These differences can be observed in word formation, grammatical inflection, the expression of tense and aspect, the marking of number and gender, and the relationship between grammatical meaning and word structure.

English morphology is characterized by a relatively limited system of inflectional endings compared with many other Indo-European languages. The historical development of English, particularly the reduction of inflectional endings from Old English to Modern English, has contributed to its predominantly analytic grammatical structure. In contemporary English, grammatical relationships are frequently expressed



through word order, auxiliary verbs, prepositions, and relatively simple morphological changes. For example, the sentence “The student reads a book” expresses grammatical relationships primarily through the arrangement of words. The plural form students is created by adding the suffix -s, while the third-person singular present-tense form reads also contains the suffix -s. These endings illustrate that English has not lost morphology entirely but uses a comparatively small number of productive inflectional patterns.

English nouns generally distinguish singular and plural number, with the plural commonly formed by adding -s or -es, as in book/books and box/boxes. However, the language also contains irregular plural forms such as child/children, man/men, and foot/feet. These irregular forms demonstrate that morphological processes in English are not completely uniform. English nouns do not normally change their forms according to grammatical gender or case in the way that nouns do in Spanish. Nevertheless, personal pronouns preserve distinctions between subject and object forms, as illustrated by he/him, she/her, and they/them. Possession can be expressed through the possessive suffix -'s, as in the teacher's book, or through possessive determiners such as my, your, and their. Consequently, English expresses many grammatical relationships through syntactic structures and separate words rather than through extensive noun inflection.

The English verb system contains both inflectional and analytic features. Regular verbs typically form the past tense and past participle with the suffix -ed, as in work/worked/worked. Irregular verbs, including go/went/gone and write/wrote/written, demonstrate changes in the stem that cannot always be predicted by a single productive rule. English also marks the third-person singular in the present simple tense with -s, as in she works. However, many grammatical distinctions are expressed through auxiliary verbs. For example, the present continuous is formed with the verb be and the present participle ending -ing, as in is studying. The present perfect combines the auxiliary have with a past participle, as in has finished. Future time can be expressed with the modal auxiliary will, as in will arrive. These constructions illustrate the important role of analytic structures in English morphology and grammar.

Uzbek morphology differs significantly from English because Uzbek is predominantly agglutinative. In agglutinative languages, grammatical meanings are typically expressed through a sequence of suffixes attached to a stem. Each suffix usually has a relatively distinct grammatical function, and the order of these suffixes follows established morphological patterns. The Uzbek word uylarimizdan illustrates this principle: uy means “house,” -lar marks plurality, -imiz expresses first-person plural possession, and -dan indicates the ablative case. The word can therefore be translated as



“from our houses.” Each suffix contributes a particular grammatical meaning, making the internal structure of the word relatively transparent. One of the most prominent features of Uzbek morphology is its extensive system of suffixation. Unlike English, which often relies on prepositions and auxiliary words, Uzbek frequently attaches grammatical markers directly to nouns and verbs. Uzbek nouns can express plural number, possession, and grammatical case through suffixes. The plural suffix *-lar* is used in words such as *kitoblar* (“books”) and *bolalar* (“children”). Possessive suffixes indicate the person and number of the possessor. For example, *kitobim* means “my book,” *kitobing* means “your book,” and *kitobi* can mean “his book” or “her book,” depending on context. Uzbek also has a case system that marks grammatical and semantic relationships. The suffix *-ning* generally marks the genitive case, *-ni* the accusative case, *-ga* the dative or directional case, *-da* the locative case, and *-dan* the ablative case. For instance, *maktabga* means “to school,” while *maktabda* means “at school.” These examples show how Uzbek conveys grammatical information through morphological endings.

The Uzbek verb system is also strongly agglutinative. Verbs can take multiple suffixes to express tense, aspect, mood, person, number, and negation. The negative suffix *-ma* is commonly used to form negative verbs, as in *bormoq* (“to go”) and *bormadi* (“did not go”). In *bormadi*, the verb stem *bor-* means “go,” *-ma-* expresses negation, and *-di* marks past tense. Person and number can be expressed through additional verbal endings. For example, *boraman* means “I will go” or “I go,” depending on the context and interpretation, while *boramiz* means “we will go” or “we go.” The precise meaning depends on the verbal form and the surrounding context. Uzbek also uses participles, converbs, and other non-finite verb forms to construct complex sentences and express relationships between actions. The ability to attach several grammatical suffixes to a single stem is one of the defining characteristics of Uzbek morphology.

Vowel harmony is another important feature of Uzbek morphology, although its role is less systematic in modern standard Uzbek than in some other Turkic languages. In languages with strong vowel harmony, suffix vowels vary according to the vowels in the stem. Uzbek has undergone historical and dialectal developments that have weakened or altered some vowel-harmony patterns, and many suffixes in standard Uzbek have relatively fixed vowel forms. Nevertheless, phonological variation, consonant alternations, and differences in suffix realization remain relevant to the description of Uzbek word structure. Uzbek also employs derivational suffixes to create new words. For example, *ish* means “work,” while *ishchi* means “worker,” formed with the suffix *-chi*. The word *do'stlik* means “friendship,” formed from *do'st* (“friend”) and *-lik*. Similarly, *bilim* means “knowledge” and is related to the verb *bilmoq* (“to know”). Such examples



illustrate the productivity of suffixation in Uzbek vocabulary formation. Spanish morphology represents another structural pattern. As a Romance language derived from Latin, Spanish preserves a comparatively rich inflectional system. It is generally described as fusional because a single morphological ending may express several grammatical features simultaneously. For example, Spanish verbal endings can indicate person, number, tense, and mood within one form. The verb *hablo* means “I speak” or “I am speaking,” depending on context. Its ending *-o* identifies the first-person singular in the present indicative form of *hablar*. Similarly, *hablamos* can mean “we speak” or “we are speaking.” The grammatical information encoded in these forms is not always separable into a series of suffixes with one meaning each, as is typical of agglutinative structures. Instead, grammatical features are often expressed together through a single inflectional ending.

Spanish nouns generally distinguish grammatical gender and number. Most nouns ending in *-o* are masculine, while many nouns ending in *-a* are feminine, although numerous exceptions exist. For example, *el libro* means “the book,” and *la mesa* means “the table.” The definite articles *el* and *la* agree with the grammatical gender and number of the nouns they accompany. The plural forms are usually created by adding *-s* or *-es*, as in *libro/libros* and *flor/flores*. Adjectives normally agree with nouns in gender and number. For instance, *un libro interesante* means “an interesting book,” while *una casa bonita* means “a beautiful house.” In the plural, these become *libros interesantes* and *casas bonitas*. This agreement system is a central feature of Spanish morphology and distinguishes it from both English and Uzbek.

A comparison of English, Uzbek, and Spanish reveals both shared characteristics and significant structural differences. All three languages use morphemes to form words, distinguish lexical and grammatical meanings, and employ derivational processes to expand their vocabularies. Each language has mechanisms for expressing tense, number, possession, negation, and relationships between words. However, the way these meanings are organized differs considerably. English typically combines a limited number of inflectional endings with auxiliary verbs, prepositions, and relatively fixed word order. Uzbek commonly expresses grammatical relationships by attaching several suffixes to a single stem, while Spanish frequently uses inflectional endings that combine several grammatical meanings. The expression of plurality provides a useful example of these differences. In English, the plural is generally expressed by a suffix, as in *book/books*. In Uzbek, plurality is expressed through *-lar*, as in *kitob/kitoblar*, and additional suffixes can follow it to indicate possession and case. In Spanish, plurality is commonly marked by *-s* or *-es*, but plural marking also interacts with grammatical agreement. For example, *el*



libro nuevo means “the new book,” while los libros nuevos means “the new books.” The noun, article, and adjective all participate in expressing number, and the article and adjective also reflect grammatical gender where applicable. Uzbek does not have this type of grammatical gender agreement, while English generally lacks gender agreement between nouns and adjectives.

The expression of grammatical relationships in noun phrases further illustrates the contrast. English typically uses prepositions and word order, as in “the book of the student” or “the student's book.” Uzbek commonly uses case and possessive suffixes, as in *talabani kitobi*, meaning “the student's book.” Spanish frequently uses prepositions and articles, as in *el libro del estudiante*. The Spanish contraction *del* combines the preposition *de* with the masculine singular article *el*. These examples demonstrate that the three languages may express similar meanings through different combinations of morphological and syntactic resources.

Verb morphology provides another important basis for comparison. English distinguishes fewer verb forms through inflection than Spanish and Uzbek, relying heavily on auxiliary verbs to express grammatical contrasts. Uzbek frequently combines a verb stem with multiple suffixes, each of which typically contributes a particular grammatical function. Spanish, in contrast, has a comparatively extensive conjugation system in which individual endings often encode several grammatical categories simultaneously. These structural differences can influence the process of learning each language. English learners may need to pay particular attention to auxiliary verbs, word order, and tense constructions. Learners of Uzbek must become familiar with suffix order, case marking, possessive endings, and verbal morphology. Learners of Spanish must understand conjugation patterns, grammatical gender, agreement, and the distinction between different past-tense forms. Word formation also reveals differences in morphological productivity. English uses prefixes, suffixes, compounding, and conversion, as illustrated by *teach/teacher*, *happy/unhappy*, and *email/to email*. Uzbek relies heavily on suffixation, as demonstrated by *ish/ishchi* and *do'st/do'stlik*. Spanish makes extensive use of derivational suffixes and prefixes, as in *educar/educación* and *hacer/deshacer*. Although the specific patterns vary, all three languages demonstrate that morphology is not simply a system of grammatical endings; it is also an essential mechanism for developing vocabulary and creating new expressions.

From a language-teaching perspective, morphological typology offers valuable insights into language learning and cross-linguistic interference. Learners frequently interpret a new language through the structural patterns of languages they already know. Uzbek-speaking learners of English, for example, may find English articles and the use



of auxiliary verbs challenging because Uzbek does not have a directly equivalent article system and expresses many grammatical meanings through suffixes. English-speaking learners of Uzbek may initially struggle with the accumulation and ordering of suffixes in long words. Learners of Spanish may need to devote particular attention to grammatical gender, adjective agreement, and verbal conjugation.

Similarly, English-speaking learners of Spanish may find it challenging to master the distinction between the preterite and imperfect, while Spanish-speaking learners of English may need additional practice with auxiliary constructions and the comparatively restricted use of verb inflections.

In conclusion, the morphological typology of English, Uzbek, and Spanish demonstrates how languages can express similar meanings through different structural systems. English is characterized by a relatively reduced inflectional system and a strong reliance on analytic constructions, word order, and auxiliary verbs. Uzbek is predominantly agglutinative, using sequences of suffixes to express grammatical categories such as number, possession, case, tense, and negation. Spanish is primarily fusional, with rich noun agreement and verbal conjugation systems in which individual endings frequently express multiple grammatical features. At the same time, all three languages share fundamental morphological processes, including inflection, derivation, and the formation of complex words. Their similarities reveal universal aspects of human language, while their differences illustrate the diversity of grammatical structures across language families. A systematic comparison of English, Uzbek, and Spanish therefore contributes to a deeper understanding of linguistic typology, language acquisition, translation, and foreign-language teaching. It also emphasizes the importance of studying not only individual grammatical forms but also the principles that govern how words are constructed and how grammatical meaning is communicated in different languages.

LITERATURE REVIEW AND METHODOLOGY

The study of morphological typology has a long history in general linguistics and has played an important role in the development of comparative and contrastive language analysis. Morphological typology examines the structural organization of words, the relationship between morphemes, and the ways in which languages express grammatical and lexical meanings. The theoretical foundations of this field are associated with the works of prominent linguists who investigated the classification of languages according to their morphological characteristics. Early contributions to linguistic typology established the distinction between isolating, agglutinative, and inflectional language



structures, providing a basis for the comparative analysis of languages belonging to different language families. These classifications remain relevant to contemporary linguistic research, although modern approaches recognize that most languages demonstrate characteristics of more than one morphological type. Edward Sapir's work *Language: An Introduction to the Study of Speech* represents an important contribution to the understanding of language structure and morphological classification. Sapir emphasized that languages differ in the ways they organize grammatical elements and combine meaningful units within words. His approach encouraged linguists to examine morphological systems not only through formal structures but also through the relationships between grammatical forms and meanings. This perspective is particularly valuable for comparing English, Uzbek, and Spanish because the three languages employ different strategies for expressing grammatical categories. English frequently relies on word order and auxiliary constructions, Uzbek predominantly uses agglutinative suffixation, and Spanish demonstrates a comparatively rich fusional inflectional system. Another significant contribution to morphological typology can be found in the work of Joseph H. Greenberg, whose research on language universals and typological classification provided a systematic framework for comparing languages. Greenberg's studies demonstrated that languages can be compared according to recurring structural patterns, including word order, morphological organization, and grammatical relationships. His typological approach is relevant to the present research because it allows English, Uzbek, and Spanish to be examined through common analytical categories rather than as isolated grammatical systems. By comparing noun inflection, verbal morphology, derivational processes, and grammatical agreement, it becomes possible to identify both universal tendencies and language-specific characteristics.

Contemporary linguistic research has further developed the distinction between agglutinative and fusional morphology. Martin Haspelmath and Andrea D. Sims, in their work *Understanding Morphology*, provide a comprehensive explanation of morphemes, inflection, derivation, morphological processes, and the relationship between word structure and grammatical function. Their approach emphasizes the importance of identifying morphological units and determining how they contribute to the interpretation of words. This theoretical framework is useful for analyzing the internal structures of English words such as *unhappiness*, Uzbek words such as *kitoblarimizdan*, and Spanish verbal forms such as *hablábamos*. These examples illustrate the different ways in which morphemes combine to express lexical and grammatical information.

The morphological structure of English has been extensively investigated in descriptive and theoretical linguistics. English is commonly characterized as predominantly analytic



because many grammatical relationships are expressed through auxiliary verbs, prepositions, and word order rather than extensive inflectional endings. Nevertheless, English retains important inflectional features, including plural marking, possessive constructions, comparative and superlative forms, and verbal endings. The study of English morphology therefore requires an approach that recognizes the interaction between inflectional and analytic structures. Research on English word formation also highlights the productivity of prefixation, suffixation, compounding, and conversion, all of which contribute to the expansion of the English lexicon.

Uzbek morphology has received considerable attention in Turkic linguistics, particularly in relation to agglutination, suffixation, case marking, possessive forms, and verbal conjugation. As a Turkic language, Uzbek typically forms grammatical words by attaching suffixes to lexical stems in a relatively systematic order. This characteristic distinguishes Uzbek from English and Spanish in many aspects of grammatical expression. The analysis of Uzbek morphology also requires attention to the interaction between grammatical meaning, phonological structure, and syntactic function. Although Uzbek is strongly agglutinative, its morphological system includes irregularities and phonological variations that demonstrate the complexity of natural language structure. Comparative studies of Uzbek and English are particularly useful in understanding the challenges faced by Uzbek-speaking learners of English, especially in relation to articles, auxiliary verbs, prepositions, and the expression of grammatical relationships.

Spanish morphology has been widely discussed in Romance linguistics, particularly in studies of grammatical gender, number agreement, verbal conjugation, and derivational word formation. As a Romance language descended from Latin, Spanish preserves a rich system of nominal and verbal inflection. Its noun phrases demonstrate agreement between nouns, articles, and adjectives, while its verbal system marks grammatical categories such as person, number, tense, mood, and aspect. Spanish morphology also includes productive derivational patterns through which nouns, adjectives, verbs, and adverbs can be formed. The study of Spanish provides an important contrast with English and Uzbek because its grammatical system combines inflectional endings with analytic constructions and productive word-formation processes. Despite the extensive research available on the morphology of individual languages, a comparative examination of English, Uzbek, and Spanish remains valuable for identifying the similarities and differences between analytic, agglutinative, and fusional tendencies. The three languages provide a useful basis for investigating how grammatical meanings are distributed across word forms, how morphemes are organized, and how inflectional and derivational processes contribute to language structure. The present study builds on established principles of morphological



typology and contrastive linguistics to provide a systematic comparison of the three languages. Particular attention is given to noun morphology, verbal morphology, grammatical categories, derivational processes, and the relationship between morphological structure and syntactic organization.

The methodology of the research is based on a qualitative comparative and descriptive approach. The descriptive method is used to identify and explain the principal morphological characteristics of English, Uzbek, and Spanish. This involves examining representative examples of nouns, verbs, adjectives, and derived words in order to determine how grammatical and lexical meanings are expressed in each language. The comparative method is applied to identify structural similarities and differences between the three morphological systems. By examining equivalent grammatical meanings across the languages, the research determines whether these meanings are expressed through inflectional endings, sequences of suffixes, auxiliary constructions, prepositions, or other grammatical devices. The contrastive method is used to investigate specific morphological categories, including number, possession, case, tense, person, grammatical gender, and negation. For example, the English plural form *books*, the Uzbek form *kitoblar*, and the Spanish form *libros* are compared to demonstrate how the three languages mark plurality. Similarly, English verbal constructions such as *is studying*, Uzbek forms such as *o'qiyapti*, and Spanish constructions such as *está estudiando* can be examined to identify differences in the expression of ongoing actions. The analysis considers not only the formal structure of these examples but also their grammatical functions and contextual meanings.

The morphemic analysis method is employed to examine the internal composition of selected words. Words are divided into meaningful elements, and each morpheme is analyzed according to its lexical or grammatical function. In English, the word *teachers* contains the lexical stem *teach*, the derivational suffix *-er*, and the plural suffix *-s*. In Uzbek, *kitoblarimizdan* contains the stem *kitob*, the plural suffix *-lar*, the possessive suffix *-imiz*, and the ablative suffix *-dan*. In Spanish, the form *hablábamos* combines a verbal stem with inflectional material that expresses grammatical information associated with the imperfect tense and first-person plural. This method makes it possible to examine whether grammatical meanings are expressed through separate morphemes or combined within a single inflectional form.

The methodological framework also recognizes the limitations of morphological classification. Languages cannot always be assigned exclusively to a single morphological type because their structures contain both regular patterns and exceptions. English, for example, is predominantly analytic but retains inflectional morphology.



Uzbek is strongly agglutinative but also demonstrates irregularities and phonological alternations. Spanish is predominantly fusional but uses analytic constructions and productive derivational processes. Consequently, the study treats morphological categories as general structural tendencies rather than absolute classifications.

In conclusion, the literature review establishes the theoretical basis for comparing English, Uzbek, and Spanish through the principles of morphological typology, while the methodology provides a systematic framework for examining their grammatical structures. The combination of descriptive, comparative, contrastive, morphemic, and functional approaches makes it possible to identify the distinctive characteristics of each language and explain how they express similar grammatical meanings through different structural mechanisms. This framework contributes to a clearer understanding of morphological diversity and provides a foundation for further research in comparative linguistics, translation studies, and foreign-language teaching.

RESULTS

The comparative analysis of the morphological typology of English, Uzbek, and Spanish reveals significant differences in the ways these languages organize words and express grammatical meanings. The results demonstrate that English is predominantly analytic, Uzbek is primarily agglutinative, and Spanish is mainly fusional. These classifications reflect the dominant tendencies of their morphological systems rather than absolute distinctions. Each language combines inflectional and derivational processes with syntactic mechanisms to communicate lexical and grammatical information. The findings also indicate that the differences between the three languages are particularly evident in noun formation, verbal conjugation, grammatical agreement, suffixation, and the expression of grammatical relationships.

One of the most important findings concerns the internal structure of words. English generally employs a relatively limited number of inflectional endings, while Uzbek frequently combines several suffixes within a single word. Spanish, in contrast, often uses inflectional endings that express several grammatical categories simultaneously. For example, the English word *books* consists of the noun stem *book* and the plural suffix *-s*. The Uzbek form *kitoblarimizdan* contains the stem *kitob*, the plural suffix *-lar*, the possessive suffix *-imiz*, and the ablative suffix *-dan*. The Spanish verb *hablábamos* expresses information about the imperfect tense and first-person plural through its inflectional structure. These examples confirm that the three languages use different morphological strategies to construct words and encode grammatical information.



The investigation of noun morphology reveals both similarities and differences in the expression of number, possession, and grammatical relationships. All three languages distinguish singular and plural meanings, but they differ in the extent to which grammatical information is expressed through agreement and inflection. English typically marks plurality by adding -s or -es, as in book/books and class/classes. Uzbek uses the plural suffix -lar, as in kitob/kitoblar, and permits additional suffixes to follow the plural marker. Spanish commonly uses -s or -es, as in libro/libros and flor/flores. However, Spanish plural marking also affects articles and adjectives. The phrase el libro nuevo changes to los libros nuevos in the plural, demonstrating the grammatical agreement characteristic of Spanish noun phrases. English and Uzbek do not generally display the same type of gender and number agreement between nouns and adjectives.

The results further demonstrate that grammatical gender represents a major difference between Spanish and the other two languages. Spanish nouns are generally classified as masculine or feminine, and this distinction influences the forms of articles and adjectives. For example, el niño pequeño means “the small boy,” while la niña pequeña means “the small girl.” English does not assign grammatical gender to most nouns, although gender distinctions remain in personal pronouns and certain lexical expressions. Uzbek likewise lacks a grammatical gender system comparable to that of Spanish. Its third-person pronoun u can refer to “he,” “she,” or “it,” depending on the context. This difference indicates that Spanish requires learners to acquire a system of grammatical agreement that is largely absent from English and Uzbek.

The analysis of possession and case marking provides additional evidence of the structural differences between the languages. English frequently expresses possession through the possessive marker -'s, possessive determiners, or constructions involving the preposition of. Uzbek commonly marks possession through suffixes attached to nouns and expresses grammatical relationships through a system of case endings. For example, kitobim means “my book,” while maktabga means “to school” and maktabdan means “from school.” Spanish often expresses similar relationships through prepositions and articles, as in el libro del estudiante, meaning “the student's book.” These findings demonstrate that grammatical relationships may be expressed through inflectional morphology in one language and through separate grammatical words or syntactic constructions in another.

The comparison of verbal morphology reveals particularly clear differences between the three languages. English verbs have a relatively restricted set of inflectional endings, and many grammatical distinctions are expressed through auxiliary verbs. The forms works, worked, and working illustrate common English inflectional patterns, while



constructions such as *is working*, *has worked*, and *will work* demonstrate the importance of auxiliary verbs. Uzbek verbs commonly combine a stem with suffixes expressing tense, negation, mood, person, and number. For example, *bormadi* means “did not go” and contains the stem *bor-*, the negative marker *-ma-*, and the past-tense marker *-di*. Spanish verbs exhibit a more extensive conjugation system in which endings frequently express person, number, tense, and mood together. The forms *hablo*, *hablas*, and *hablamos* demonstrate how the verb ending changes according to the grammatical subject.

Overall, the results establish that English, Uzbek, and Spanish share fundamental morphological functions but differ considerably in how these functions are realized. English is distinguished by its relatively limited inflectional system and reliance on analytic constructions; Uzbek is characterized by systematic suffixation and the accumulation of grammatical markers; and Spanish is notable for its rich verbal conjugation, grammatical gender, and agreement patterns. These findings support the usefulness of morphological typology as a tool for understanding language structure and explaining cross-linguistic differences. They also provide a foundation for further research into comparative grammar, translation, second-language acquisition, and the development of effective language-teaching methods.

THE LIST OF USED LITERATURES:

1. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).
2. Abduraxmanova , Z. ., & Eshpo'latova , R. . (2025). COMMUNICATIVE LANGUAGE TEACHING (CLT) LESSON PLAN. Молодые ученые, 3(51), 92–96.
3. Abduraxmanova, Z., & Eshpo'latova, R. . (2025). PERFECT READING LESSON. Наука и инновация, 3(54), 125–129.
4. Abduganieva, . A., Hasanov , F., & Abduraxmanova, Z. (2023). THE MAIN ROLE OF ENGLISH AS A GLOBAL LANGUAGE. Молодые ученые, 1(3), 64–66.
5. Абдурахманова, З. (2022). Analysis of pauses and interruptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.



6. Abduraxmanova , Z. ., & Eshpo'latova , R. . (2025). COMMUNICATIVE LANGUAGE TEACHING (CLT) LESSON PLAN. Молодые ученые, 3(51), 92–96.
7. Abduraxmanova, Z., & Eshpo'latova, R. . (2025). PERFECT READING LESSON. Наука и инновация, 3(54), 125–129.
8. Aronoff, M., & Fudeman, K. (2011). What Is Morphology? (2nd ed.). Wiley-Blackwell.
9. Booij, G. (2007). The Grammar of Words: An Introduction to Linguistic Morphology (2nd ed.). Oxford University Press.
10. Comrie, B. (1989). Language Universals and Linguistic Typology: Syntax and Morphology (2nd ed.). University of Chicago Press.
11. Greenberg, J. H. (1960). A quantitative approach to the morphological typology of language. International Journal of American Linguistics, 26(3), 178–194.
12. Haspelmath, M., & Sims, A. D. (2010). Understanding Morphology (2nd ed.). Hodder Education.
13. Katamba, F. (1993). Morphology. Macmillan.
14. Lieber, R. (2009). Introducing Morphology. Cambridge University Press.
15. Matthews, P. H. (1991). Morphology (2nd ed.). Cambridge University Press.
16. Sapir, E. (1921). Language: An Introduction to the Study of Speech. Harcourt, Brace and Company.
17. Spencer, A. (1991). Morphological Theory: An Introduction to Word Structure in Generative Grammar. Blackwell.
18. Zilola, A., Bahodir, N., & Munisa, Y. (2023). Approaches and activities that help develop intercultural competence. Journal of Academic Research and Trends in Educational Sciences, 2(2), 204–208.
19. Zilola, A., Sohixon, S., & Afruza, A. (2023). The cultural legacy: Advertising, broadcasting, and cinema. Journal of Academic Research and Trends in Educational Sciences, 2(2), 220–224.