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ANALYSIS OF WRITTEN ERRORS AMONG LEARNERS OF JAPANESE

Xurramova E'zozaxon Jamshid qizi

Student, Philology and Language Teaching (Japanese Language)

Uzbekistan State University of World Languages

Tashkent, Uzbekistan

ezozaxonxurramova0@gmail.com

Abstract. This study examines written errors produced by Uzbek-speaking students who are learning Japanese at the beginner level. The theoretical framework of the research is based on the Error Analysis approach developed and further elaborated by S. P. Corder and R. Ellis. The study focuses particularly on difficulties associated with the use of grammatical forms and function words, lexical selection, sentence structure, and the role of first-language influence in the acquisition of Japanese. Current research emphasizes the importance of learner corpora, consistent criteria for classifying written errors, and the analysis of error types and their frequency. In this context, the systematic investigation of written errors made by Uzbek-speaking students has both theoretical and practical relevance. In addition, examining how errors develop over time and determining which errors decrease, change, or persist among beginner-level learners can contribute to the improvement of Japanese language teaching methodology. The results of such analysis may assist teachers in designing targeted writing exercises, determining the underlying causes of learners' errors, and developing more individualized learning strategies. Ultimately, these measures can contribute to more effective error prevention and improved outcomes in the Japanese language learning process.

Keywords: Japanese language, Uzbek-speaking students, written language, error analysis, second language acquisition, beginner level, learner corpus.

INTRODUCTION.

In the context of foreign language acquisition, writing serves as a significant means of demonstrating learners' grammatical knowledge, vocabulary, and ability to organize and communicate ideas logically. For Uzbek learners of Japanese, written production can be particularly challenging because the grammatical system and use of function words in Japanese differ substantially from those of Uzbek. Consequently, the analysis of errors arising during second language acquisition represents an important area of linguistic inquiry. S. P. Corder viewed learner errors as valuable

linguistic evidence that can provide insights into the mechanisms and stages of language acquisition [1]. Similarly, R. Ellis stresses the importance of systematically identifying, categorizing, and interpreting errors made by language learners [2].

Previous investigations into Japanese learners' written production have identified recurring difficulties in several areas, including the use of function words and grammatical forms, lexical selection, and sentence organization [3]. The application of corpus-based methods further expands the possibilities of such research by enabling scholars not only to document and characterize errors but also to measure their frequency and examine differences among learners with varying levels of proficiency [4].

A number of studies have specifically addressed learners of Japanese whose first language is Uzbek. Kondo investigated the written production of Uzbek learners from the perspective of intercultural rhetoric [5], while Khikmatullayeva examined the process of Japanese essay writing among Uzbek learners and analyzed the errors occurring in their written work [6]. Building on these studies, the present research does not seek to reproduce previous findings; rather, it aims to provide a systematic analysis of written errors produced by Uzbek students at the beginner level.

METHODOLOGY.

According to the error analysis approach, learner errors are not random occurrences but important indicators of the language acquisition process. By identifying and classifying errors, it is possible to determine which linguistic units learners experience difficulties in acquiring [7]. Analyses of written work produced by learners of Japanese have revealed several major categories of errors. These include incorrect use of grammatical forms, substitution or omission of auxiliary words, inappropriate lexical choices, violations of word order, and errors related to sentence structure. Some studies have also observed that certain types of errors persist at subsequent stages of language development [8].

Corpus methodology is one of the effective tools for investigating such errors. Oyama, Komachi, and Matsumoto examined the possibilities of identifying and automatically classifying errors in the written production of Japanese language learners through specialized annotation [9]. In a study by Prihantoro et al., syntactic errors were investigated using corpus-based methods, and the frequency of certain error types was determined [10]. Thus, contemporary research considers not only the presence of errors but also their frequency and developmental dynamics to be important.

RESULT AND DISCUSSION.

When investigating the written production of Uzbek students learning Japanese, it is also necessary to take into account the influence of the learners' first language. However, it would be inappropriate to attribute every error directly to interference from Uzbek. The occurrence of errors may also be influenced by such factors as instructional methods, task type, learner experience, and overgeneralization arising from the internal system of the Japanese language. From this perspective, it is important to systematically collect the written work of beginner-level Uzbek students and analyze it according to consistent criteria. Errors can be classified into such categories as grammatical, syntactic, lexical, auxiliary-word-related, and orthographic errors. Determining the frequency of errors within each category makes it possible to identify the linguistic units that pose the greatest difficulties for students.[11]

Furthermore, monitoring errors over time can yield important scientific findings. Determining which errors identified at the beginner stage subsequently disappear and which persist can contribute to a deeper understanding of learners' language development. The written materials collected in this way may also serve as a foundation for the future development of a small-scale corpus of Japanese language learners who speak Uzbek as their first language.[12]

Existing studies indicate that errors in the written production of students learning Japanese are a multifaceted phenomenon. Grammatical and syntactic differences may play an important role; however, attributing errors solely to the influence of the first language is insufficient. Therefore, it is appropriate to employ qualitative and quantitative analyses in combination.[13]

Existing research on Uzbek learners demonstrates that this area has already received scholarly

attention [14]. Nevertheless, systematically classifying the written work of beginner-level students according to consistent criteria, determining the frequency of errors, and monitoring their changes over time provide important opportunities for further research. The findings of such studies are also of practical significance, as they can contribute to the development of specialized writing exercises and diagnostic tasks for beginner-level students.[15]

CONCLUSION.

The review of relevant scholarly literature demonstrates that written errors produced by learners of Japanese have been widely examined from the perspectives of error analysis, second language acquisition, and learner corpus research. Previous studies have primarily identified difficulties involving grammatical forms, function words, lexical selection, and sentence construction. Considering the research conducted on Japanese learners with Uzbek as their first language, further investigation could focus specifically on beginner-level learners by treating them as a separate research group. Such studies may employ a standardized system for error classification, examine the frequency of different error types, and trace changes in learners' errors over an extended period. A systematic examination of written errors among Uzbek students at the beginner level can therefore make a valuable contribution to both research and teaching practice. In particular, the findings may support the refinement of Japanese language teaching methodology, the design of more effective writing activities, and the future development of a learner corpus representing Uzbek-speaking learners of Japanese.

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