COMPARATIVE ANALYSIS OF THE WORD ORDER IN ENGLISH AND UZBEK LANGUAGE FOR LATER APPLICATION OF GOOGLE TRANSLATE PROGRAM

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Abstract: The development of technologies has become common and prevalent of today's world in both educational and non-educational fields. Especially, language learning and teaching are being carried out with the help of modern technologies and internet more in comparison to the past years. In the past, as modern technologies and the internet were not well developed, people relied on more physical books and materials to learn languages such as physical dictionaries to translate texts for themselves. In other words, they did not have a chance to translate a particular volume of text at a time. Instead, they had to find each word in a dictionary and translate the text by themselves. At present, they do not have to spend much time on translating each word by themselves, they can make a copy and use Google Translator programs and get a text translated in a second. However, even if there is such convenience for the users, they also have a number of problems. At present, the programs are not all quite qualitative and reliable and they can give wrong results and translators. In order to improve the quality of the texts translated in the Google Translator program, this paper intends to focus on "How to translate the English text to Uzbek and Uzbek text to English" by working on the sentence structure and word orders in both languages. The results of my findings show that the word order of English and Uzbek languages is quite different from each other but there are some similarities in the sentence structure.

Key words: Google translator, Information Communication technologies, ICT tools, application, program, terminology, English, Uzbek language.

Introduction

Information Communication Technologies have been quite widespread in today's educational world. People have already been accustomed to using e-books in their education in most cases. In language teaching and learning, teachers and students are commonly applying Google Translator programs and other e-dictionaries to translate from one language into another. These e-dictionaries and programs are not only used by language teachers but also by other individuals in other fields who are not at all familiar with foreign language, but sometimes they have to use Google Translator due to their work or other life needs. In education field, even if students tend to use more ICT tools, actually they are not using the ICT for their studies but they most likely to apply for general purposes (Yunus, et al, 2011). Since the introduction of ICT in the education field, many people argue about the influence of it to individuals and mostly consider ICT as a useful tool while there are also some people who consider that it is disadvantageous. According to Buabeng-Andoh. (2012), ICT has been considered to be an important equipment to persuade and develop learning results and skills. For these positive results, teachers play an essential part for students.

E-dictionaries: Potentials and Challenges

The application of e-dictionaries has been quite common these days that in any language learner has one type in their phone when they are learning a new language. As one advantage of e-dictionaries, Lew (2010) states that e-dictionaries provide an innovative ways of finding word meanings, which are not offered by printed dictionaries. Hamilton (2012) mentions three types of dictionaries: printed dictionary, e-dictionary and dictionary apps. On the other hand, even though teachers and students agree on using e-dictionaries and their priorities, there are also some problems related to them. One of them is the limited definitions, poor audio quality as well as the issue of price. However, these are very restricted disadvantages of e-dictionaries in comparison to the good sides.

Another program is the Google Translator program, which is available in nearly all languages which is common in language learners and teachers. Even if Google Translate program is commonly used by language teachers and learners, there are some issues that we need to consider while translating. One of them is the differences

between the sentence structure and word order among languages. In most cases, Google Translator concentrates more on the word translation and less on the context and word order between languages. Another issue is the problem of terminology, which means that Google program is unlikely that all the terms in a ESP field is translated correctly.

Purpose of the thesis

This work aims at looking specifically sentence structure and word order in English and Uzbek languages in comparison to find out the similarities and differences. The main aim is to enable language learners and non-language learners to be able to use the Google Translator program easily and with good results. In order to achieve this goal, the paper intends to look through some of the simple and complex sentences Uzbek and English languages to show the differences and similarities. As a result, it also intends to create version of Google Translator program that correctly and qualitatively make translations for language and non-language learners.

Practical part

I intended to look through some of the simple sentence structures, which have independent meanings on their own with the existence of subjects but with little difference in meaning and structure in English and Uzbek languages. For example, as we can see in the table, in Uzbek language, we can use only the verb without the existence of the subject such as: "Bordi". In other words, one word can include the meaning of "the tense and the subject (third person)". However, in English, only one word "go" cannot show "the tense and subject (third person), in similar way as Uzbek language. The word "go" can only be used in Imperative sentence for the second person (plural or singular). That is why, as there are some visible and important differences in both language, sometimes the Google Translator can result in wrong results for the user. In the following, there is provided other similar examples to show the negligible similarities and visible differences between English and Uzbek languages.

Bordi	Go
Keldi	Come
Ichdi	Drink
Sotdi	Sell
Oldi	Take
Olibkeldi	Bring
To'xtadi	Stop
O'ynadi	Play

Another important aspect of Uzbek and English languages is that in English and Uzbek languages, simple sentences are nearly the same, which includes Subject+verb. This is quite simple but as there are other types of words such as Adverbs, Modifiers and objects, the word order and sentence structure differs in both languages from each other.

Simple sentence

1) Subject +verb (Ega +kesim)

U keldi _____he came

S- subject – ega

V- verb – kesim

U sotib oldi _____he bought

Men sotib oldim _____I bought

Ular olib keldi _____They brought

Men talaba_____I am a student.

U muhandis_____ He is an engineer.

Ular doctorlar_____ they are doctors.

In sentences, which includes more word types rather than the Subject and Verb, the structure in English and Uzbek starts to be different. The reason is that In English language; there exist strict word order, which is flexible in Uzbek language. As a result,

while translating in e-dictionaries and programs, there may be some misunderstanding in case the structure is properly not installed.

Dildora brought the dish yesterday (Subject+ Verb+ Object+ adverb of time)

Dildora idishni olib keldi kecha (Subject+object+verb+adverb of time).

Kecha Dildora idishni olib keldi (Adverb of time+Subject+object+verb).

Idishni Dildora olib keldi kecha (Object+subject+verb+adverb of time).

Idishni olib keldi Dildora kecha. (Object+verb+Subject+adverb of time)

Jack maning latifamdan qotib kuldi.

(Subject + modifier+object+ verb)

Jack laugh loudly at my joke

(Subject+ verb+ adverb+adverb)

Limitations

My focus in this work was quite limited with the simple types of sentences and word order in English and Uzbek languages. In the long run, I am planning to extend my work on the differences and similarities of the sentences structures and the process of terminology translation on a larger scale.

Conclusion

In general, the need for language comparison and being aware of the differences and similarities between languages on the basis of meaning as well as the sentence structure and word order is becoming very important today. The main reason is the use of various translating apps such as Google Translator and other types of dictionaries as people do not translate only words but also whole text. As a result, it is required by the researchers and program developers to include phrases and sentence structures on a larger scale by considering the grammatical and contextual knowledge of the languages.

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