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## SHARQ MASH'ALI

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## KOREY VA O'ZBEK TILINDA SHAXS OLMOSHLARINI QOYISHIB O'RGANISH.

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## MAQOLA HAQIDA

**Kalit so'zlar:** O'zbek tili, koreys tili, aglutinativ til, shaxs olmoshlari

**Annotatsiya:** Barcha tillar noyob va original hodisalardir. Tillar bo'yicha qiyosiy tadqiqotlarda, ayniqsa, tillarni turli til tizimlari bilan solishtirganda, faqat o'sha tillarga xos xususiyatlarni solishtirmay, balki bu xususiyatlar til tizimida qanday rol o'ynashini ko'rib chiqish kerak. Qiyosiy tadqiqotning maqsadi ikki tilni solishtirish va solishtirishdir. Maqsad ikki tilning bir oiladan bo'lishi yoki bo'lmasligidan qat'i nazar, o'rtasidagi umumiylik yoki farqni topishdir. Biroq koreys va o'zbek tillari oltoy tillari oilasiga mansub tillardir. Shuning uchun koreys va o'zbek tillarini o'rganishga harakat qilganda, qarama-qarshilik orqali tadqiqot qilish kerak. Xususan, mazkur ma'ruzada koreys va o'zbek tillari olmoshlari qiyosiy tadqiqotning asosiy tadqiqot predmeti hisoblanadi. Birinchidan, koreys va o'zbek tilidagi olmoshlar o'rtasidagi umumiy farqlarni ko'rib chiqsak, sharaflari so'zlarni ko'rib chiqishimiz kerak.

Ushbu maqola ikki tildagi olmoshlar o'rtasidagi o'xshashlik va farqlarni yoritishga qaratilgan. Biz bilamizki, bu ikki til agglutinativ tillar guruhiga kiradi, ammo madaniy jihatdan farq qiladi. Olmoshlar ikki tilda mavjud, ammo madaniy jihatdan farqlanadi, chunki bu maqolada ko'rib chiqiladi.

Ushbu maqola koreys tilidagi barcha shaxs olmoshlarini qamrab olmaydi, faqat koreys va o'zbek tillarining yuqori chastotali birinchi shaxs, ikkinchi shaxs va uchinchi shaxs olmoshlarini o'rganadi, ular asosan boshlang'ich va o'rta darajalarda o'rganiladi. Bundan tashqari, koreys va o'zbek tilidagi shaxs olmoshlarini qarama-qarshi qo'yish va o'zbek o'quvchilarining koreyscha kishilik olmoshlarini qo'llashdagi xatolarini tahlil qilish orqali biz shaxs olmoshlarini to'g'ri qo'llash orqali ravon muloqot qilish imkonini beradigan ta'lim rejasini

taqdim etishni maqsad qilganmiz.

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## THE COMPARATIVE STUDY ON PERSONAL PRONOUNS IN KOREAN AND UZBEK. FOCUSING ON UZBEK LEARNERS

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### ABOUT ARTICLE

**Key words:** Uzbek language, Korean language, agglutinative language, personal pronouns

**Abstract:** All languages are unique and original phenomena. In comparative research on languages, especially when comparing languages with different language systems, one should not compare the characteristics of only those languages, but consider what role those characteristics play in the language system.

The purpose of a comparative study is to compare and contrast two languages. The goal is to find commonalities or differences between two languages, regardless of whether they are from the same family or not. However, Korean and Uzbek are languages belonging to the Altai language family. Therefore, when trying to study Korean and Uzbek, research through contrast is necessary. In particular, in this report, Korean and Uzbek pronouns are the main research subjects of comparative research. First, if we look at the general differences between Korean and Uzbek pronouns, we need to consider honorifics. This article aims to shed light on the similarities and differences between pronouns in the two languages. We know that the two languages belong to the agglutinative language group but are culturally different. Pronouns exist in two languages but differ culturally, as this article will examine.

This paper does not cover all personal pronouns in Korean but only studies the high-frequency first-person, second-person, and third-person pronouns of Korean and Uzbek, which are mainly studied at the beginner and intermediate levels. In addition, by contrasting Korean and Uzbek personal pronouns and analyzing Uzbek learners' errors in using Korean personal pronouns, we aim to present an educational plan to enable smooth communication by using personal pronouns accurately.

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## ИЗУЧЕНИЕ ЛИЧНЫХ МЕСТОИМЕНИЙ В КОРЕЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ. ВНИМАНИЕ НА УЗБЕКСКИХ УЧАЩИХСЯ

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**О СТАТЬЕ**

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**Ключевые слова:**  
Узбекский язык, корейский язык, агглютинативный язык, личные местоимения

**Аннотация:** Все языки – явления уникальные и самобытные. В сравнительном исследовании языков, особенно при сравнении языков разных языковых систем, следует не сравнивать характеристики только этих языков, а учитывать, какую роль эти характеристики играют в языковой системе.

Цель сравнительного исследования – сравнить и противопоставить два языка. Цель состоит в том, чтобы найти общие черты или различия между двумя языками, независимо от того, принадлежат ли они к одной семье или нет. Однако корейский и узбекский языки относятся к алтайской языковой семье. Поэтому при попытке изучить корейский и узбекский язык необходимо проводить контрастное исследование. В частности, в данном отчете корейские и узбекские местоимения являются основными объектами сравнительного исследования. Во-первых, если мы посмотрим на общие различия между корейскими и узбекскими местоимениями, нам нужно рассмотреть почетные знаки.

Цель этой статьи — пролить свет на сходства и различия между местоимениями в двух языках. Мы знаем, что эти два языка принадлежат к агглютинативной языковой группе, но в культурном отношении они различны. Местоимения существуют в двух языках, но различаются в культурном отношении, как будет показано в этой статье.

В данной статье не рассматриваются все личные местоимения корейского языка, а изучаются только часто встречающиеся местоимения первого, второго и третьего лица корейского и узбекского языков, которые в основном изучаются на начальном и среднем уровнях. Кроме того, сравнивая корейские и узбекские личные местоимения и анализируя ошибки узбекских учащихся в использовании корейских личных местоимений, мы стремимся представить образовательный план, обеспечивающий беспрепятственное общение за счет точного использования личных местоимений.

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**INTRODUCTION**

The development of the language is the development of the structure of the society, and the faster the society develops, the faster the language develops.

Korean began to develop as a world language by the middle of the 20th century. The first Korean language center was established at Yonsei University in 1959, and the development of the Korean language began this year. Since the Korean language is grammatically agglutinative, Uzbek students had no difficulties. Because the Uzbek language is grammatically agglutinative. However, comparing the stylistics of the two languages shows more differences than similarities. The purpose of this article is to show the stylistics of the Korean language conjuncture for students of the Korean language.

The pronoun is a group of words used instead of nouns, adjectives, numbers, and adverbs, which shows the existence of the concept of object, sign, and quantity, and fulfills their function. Pronouns do not mean the meaning of the object, sign, or quantity, but only serve to indicate them. For example; The book is a thick friend to us, it is like a bright sun. In this sentence, the pronouns we and he come instead of the noun and refer to the person and object. You are the guardian of the health of the people who gave birth to this paradise. In this sentence, this pronoun is used as an adjective and refers to a sign. I have read many books about such events. In this sentence, how many pronouns came instead of adverbs and pointed to the quantitative sign?

The pronoun group has the following lexical-grammatical features:

1. Pronouns, unlike independent word groups, have the feature of indicating the subject and its sign and quantity without having a term for them.

2. Pronouns are divided into 4 groups according to their function in the sentence:

A) Pronouns used instead of nouns: I, you, we, you, they, who, what, everyone, everything, nobody, nothing, all anima, something, something, someone, someone, something like

These pronouns, like nouns, perform the syntactic functions performed by modifiers (possessor, complement, focus, sometimes participle). For example: Whoever does the right thing, is always carefree. No matter what you do, that's what you will become (Proverb).

B) pronouns used instead of adjectives: this, this, that, that, this, this, this, this, which, which, any, any, any, any, none, any, some, which, somehow, somehow, some, some, some, some.

These pronouns, like adjectives, are attached to nouns and refer to a sign, and in a sentence, they mainly perform the function of qualifiers and determiners (sometimes participles).

For example: There was no sign of weakness on his face, on the contrary, he was prouder than ever. (A. Qahhor).

1) Pronouns used instead of numbers: how many, how many, how many, a few, a few, a few, etc.

These pronouns are attached to the noun like a number and indicate a quantitative sign. For example: was there a cart? Said Ormonjon, wiping his face and neck with a big scarf. - Why did the cart go (A. Qahhor)

2) pronouns used instead of adverbs: where, where, from where, when, how much, no amount, why, how, where.

These pronouns are attached to verbs like adverbs and refer to a character, and in the sentence, they mainly act as cases (sometimes participle).

For example: when the father gave a sign of approval, he gasped for some reason. (Abdullah Qadiri). How is the child? Are you nimble?

3. Morphological and syntactic features of pronouns are different in connection with the above-mentioned features of meaning.

Pronouns used in place of nouns have morphological and syntactic properties specific to nouns, pronouns used in place of adjectives have characteristic morphological and syntactic properties, and pronouns used in place of adverbs have morphological and syntactic properties.

4. Pronoun as an independent group of words does not have the feature of forming a word. However, a noun, adverb, or verb can be formed from a pronoun with the help of several suffixes: nouns such as self, pride;

5. Among the main syntactic properties of pronouns, which are different from other word groups, a pronoun never takes a determiner before it.

Due to the increase in Uzbek learners who want to learn Korean, research on Korean personal pronouns is necessary for Korean language education. However, it can be said that little research has been done so far on the comparison of personal pronouns between the two languages. In particular, there is an extreme lack of research by learner language region. When learning a foreign language, it is natural to be influenced by the language habits of your native language. Therefore, it is very important to compare

Korean and the learner's native language to find out the learners' language habits. Also, if you look at the Korean language textbooks from various universities, they explain the grammar part, but they do not sufficiently explain the vocabulary of special usage. Therefore, there is an urgent need to research efficient educational methods regarding Korean personal pronouns. Personal pronouns are generally the earliest vocabulary that learners study in the process of studying Korean and are often studied at the beginner and intermediate levels. This paper does not cover all personal pronouns in Korean but only studies the high-frequency first-person, second-person, and third-person pronouns of Korean and Uzbek, which are mainly studied at the beginner and intermediate levels. In addition, by contrasting Korean and Uzbek personal pronouns and analyzing Uzbek learners' errors in using Korean personal pronouns, we aim to present an educational plan to enable smooth communication by using personal pronouns accurately.

Chapter 1 serves as an introduction to this paper, revealing the purpose of the study, introducing the research method, and then examining previous research related to the topic of this study. In Chapter 2, we will first compare the personal pronouns of Korean and Uzbek, which will be studied in this essay, to reveal similarities and differences. The purpose is to reveal the similarities and differences between the two languages, mainly focusing on the meaning of each personal pronoun and its specific usage in each language. A questionnaire will be created taking into account the similarities and differences between Korean and Uzbek personal pronouns. Additionally, we will survey the patterns of errors in the use of Korean personal pronouns targeting Uzbek learners of Korean. By collecting errors, we will analyze the results and organize the content in which many errors appear. Finally, in Chapter 4, we will conclude this study and identify its limitations.

Previous research: Research on pronouns has been a major topic of interest and a common topic worldwide. Therefore, in this chapter, we will look at personal pronouns in both languages.

Kim Mi-Hyeong (2001) revealed traces of the evolution of Korean pronouns and identified their characteristic aspects in 'Korean Pronoun Vocabulary'. Through literature data, we covered what forms of Korean pronouns were used and when and how the characteristics of each pronoun are evolving. We studied pronouns for each period in tables by citing literature.

Kang Lim-Eun (1996) discussed the types and pragmatic characteristics of second-person pronouns in 'On the Pragmatic Meaning Functions of Second-Person Pronouns.' The representative first-person pronouns 'you and yours' are being expanded and diversified into 'you, owner, you, you, self, etc.' Semantically, second-person pronouns appropriately reflect emotional distance, and their meaning changes depending on the pragmatic aspect.

Joo Kyung-Hee (2001) discussed whether pronouns should be set as independent parts of speech in 'Characteristics of Pronouns' and examined the syntactic characteristics, usage characteristics, and function of 'instead of nouns' through many example sentences. She emphasized the substitution and referential nature of pronouns and said that pronouns express the same content in various forms depending on the situation or the speaker's intention. She then saw the function differently as 'instead of a noun'. It was concluded that rather than grammatically replacing a noun or noun phrase, a pronoun is used in place of a noun to variously replace content related to the speech situation. The basis for establishing a pronoun as an independent part of speech is that pronouns have unique characteristics that distinguish them from nouns in many ways.

Kim Mi-Hyeong (1997) discussed the categorical, semantic, and pragmatic characteristics of Korean pronouns in 'Characteristics of Korean Pronouns'. She established the concept of pronouns and the pronoun system and examined situational referentiality and substitution. It is said that the important characteristics of the Korean language are reference and person, and Korean pronouns are divided into personal and impersonal based on the person standard. The characteristic of this paper is that reflexive pronouns are viewed as impersonal pronouns. On that basis, it was explained as follows. 'A reflexive pronoun is not limited to a specific person but merely indicates the person of the antecedent as a substitute. Reflexive pronouns do not have a situational referential function, which is in contrast to the

fact that third-person pronouns have situational referentiality and substitution. In this way, not giving specific instruction based on situational reference means that personhood is not recognized. In addition, the fact that reflexive pronouns can refer to the speaker, hearer, and other objects is also grounds for denying personality. 5) In this way, the pronoun system was presented as follows.

Personal pronoun: 1. First person pronoun – 나, 저. 2. Second person pronouns – 너, 당신, 자네, 임자, 그대 3. Third-person pronouns: Referring to a person- 그, 그녀 Referring to an object – 이것, 그것, 저것 Content indicating – 이, 그 Impersonal pronouns: 1. Reflexive pronouns – 자기, 저, 당신 2. Indefinite pronouns – 아무, 누구, 무엇이다.

**Theoretical basis of contrastive research.** Research into comparing languages has been ongoing for a long time, and research on comparative linguistics began in earnest in the 18th century. The new interest in the study of contrast was due to efforts to find the roots of language through mutual comparison of many languages in the world, and to reconstruct coined languages.

The main fields of interest in linguistics in the 19th century were phonology and phonetics. In addition, research on morphology and lexicon was conducted relatively actively, but there was little interest in sentence theory and semantics, so they were not used as subjects of comparison. Comparative linguistics scholars of the time attempted to evaluate superiority/inferiority relationships through language comparison. Scholars at the time, such as Humbolt and Grimm, thought that comprehensive language was a better language than analytical language, and in this sense, evaluated Sanskrit as the most ideal language form. Likewise, in the 19th century, comparative linguistics attempted to construct primitive languages through the classification of world languages and exploration of language kinship and also researched to evaluate the excellence of languages.

In the 1950s and 1960s, comparative linguistics was followed by a study called contrastive linguistics, which was developed and implemented to apply structuralist linguistics to language education. The importance of comparative research began to be recognized in the 1960s, and enthusiasm for the research increased in the 1970s. It was mainly conducted actively in the field of phonology, but in the 1980s, it expanded to areas such as language structure and cultural structure, language structure and human consciousness structure, language structure, and social structure, and also expanded into contrastive cultural studies and contrastive regional studies. There is a trend.

Comparisons between languages in contrastive linguistics were made on a more systematic and synchronic basis than in the 18th and 19th centuries. As the world narrowed in time and space after World War II, contrastive linguistics became an essential foreign language method for each country, and interest in the field of contrastive linguistics was further heightened to the point where many scholars from various European countries were conducting research. This kind of research is still actively underway.

The greatest utility of contrastive linguistics as applied linguistics can be said to lie in its use in foreign language education. In language education, it is described by the term 'contrastive analysis'. If the results of contrastive analysis are used in foreign language education, the teacher will understand all the linguistic characteristics of the learner's native language and then teach the foreign language to the learner, which will be of great help to language teaching. I can give it. The basic position of the Contrastive Analysis Hypothesis is that errors made by learners learning a foreign language are mainly due to differences between their native language and the foreign language.

Therefore, the contrastive analysis hypothesis states that the greater the differences between languages, the more errors occur. According to this contrastive analysis hypothesis, language teachers should focus on the differences between native language and foreign language. This paper starts from the basic discussion of the contrastive analysis hypothesis.

Specifically, contrastive analysis is a series of procedures that contrast and compare the linguistic systems between two languages to distinguish structural similarities and differences between the contrasting languages. In general, the difficulties learners experience when learning a new language

are mainly due to interference from the first language. The position of the contrastive analysis hypothesis is that these difficulties can be predicted through contrastive analysis.

The contrastive analysis hypothesis begins with scholars such as Sweet (1899) and Fries (1945) recognizing the importance of foreign language education and learning as it began in earnest in modern times. Additionally, Harris (1954) showed that the contrastive analysis hypothesis has potential as a tool for theoretical linguistics.

Meanwhile, Contrastive Study plays an important role as a scientific method to study phenomena. Contrastive research, like the contrastive analysis hypothesis, is also based on judgments about the similarities and differences of the subjects being studied. From a philosophical perspective, comparison) reveals the qualitative and quantitative characteristics of things, and through comparison, the contents of existence and perception are classified, organized, and evaluated. In other words, the comparison is comparing two things to uncover the possible relationship between 'one thing' and 'another thing'. This study aims to reveal the similarities and differences between the two languages through a comparative study of the personal pronouns of Korean and Uzbek.

**The comparative study of Korean and Uzbek pronouns.** All languages are unique and original phenomena. In comparative research on languages, especially when comparing languages with different language systems, one should not compare the characteristics of only those languages, but consider what role those characteristics play in the language system.

The purpose of a comparative study is to compare and contrast two languages. The goal is to find commonalities or differences between two languages, regardless of whether they are from the same family or not. However, Korean and Uzbek are languages belonging to the Altai language family. Therefore, when trying to study Korean and Uzbek, research through contrast is necessary. In particular, in this report, Korean and Uzbek pronouns are the main research subjects of comparative research. First, if we look at the general differences between Korean and Uzbek pronouns, we need to consider honorifics.

In other words, Korean personal pronouns form part of the address system based on honorific relations. First-person pronouns include the humble personal pronouns '저' and '저희' that lower the speaker, and second-person pronouns are mostly used for close people or objects of a lower class than the speaker. In addition, most third-person pronouns exist in the combined form, and the form of the pronoun varies depending on whether the object being referred to is superior or subordinate to the speaker. In other words, there are forms of personal pronouns in Korean that do not exist at all depending on the respect relationship, and in such cases, other common nouns or titles can be used to replace the non-existent personal pronoun. For example, the second person pronoun '당신' can be used for a spouse, but is rarely used for other people. On the other hand, words such as '댁' and '어르신' are sometimes described as second-person pronouns, but there are limits to viewing them as personal pronouns. In other words, it is natural for words such as '댁', '어르신', etc. to be generally explained through a system of address. Therefore, for people who are the recipient of an extreme honorific title or have a special social or personal relationship, social titles such as '사장님' or '부장님' or kinship titles such as '어머니', '아버지', or '형님' are used. It is used. Even for lower classes, titles such as '이 과장' and '이 선생님' are used to indicate social relationships. The address system in Uzbek does not have an elaborate honorific system like Korean. In other words, in Uzbek, social relationships can be fully reflected through personal pronouns. For example, the second person pronoun 'SIZ' is used as an honorific for someone older or unfamiliar to you. In the first-person pronoun, no word lowers oneself like in Korean. Likewise, among third-person pronouns, no pronoun has an honorific meaning. Of course, in the address system, for people in a social relationship, the person's name and patronymic, and for people in a relative relationship,

parents are referred to as '어머니', '아버지', 이모, 고모, and 삼촌 are referred to as '이름 + 이모', '이름 + 삼촌, 형, 언니, 동생, etc. can be used.

**Similarities in personal pronouns between Korean and Uzbek.** Person is the most basic thing in language. Uzbek is similar to Korean in many ways, but there are differences in the specific way grammatical elements related to a person appear, so special care must be taken.

<Table 1> Personal pronouns in Uzbek

	singular	plural
<b>first person</b>	Men (I)	Biz (We)
<b>2nd person</b>	Sen (You)	Siz (You)
<b>3rd person</b>	U (He/She)	Ular (They)

In Uzbek, there is also 'биз(우리)' and 'бизлар(우리들)', just as there are '우리' and '우리들' in Korean. In particular, in the case of 'сиз[siz]', it is placed as a second-person plural expression, but in actual daily life, to be plural, you must say 'сизлар[sizlar]'. When you just say 'сиз[siz]', it is used as an honorific expression in the second person. The personal expressions used in Uzbek are summarized and compared to Korean as follows.

<Table 2> Personal pronouns

	singular	plural
<b>first person</b>	мен[men] (=나/저)	биз/бизлар[biz/bizlar] (=우리/우리들)
<b>2nd person</b>	сен[sen] (=너)	сенлар[senlar](=sizlar)희들)
	сиз[siz] (=~님)	сизлар[sizlar](=~님들)
<b>first person</b>	бу[bu] (=오)	булар[bular]
	у [u](=그/저)	улар[ular]
	шу[shu] (=그/오)	шулар[shular]

This, that, that



Third-person pronouns are also similar to Korean. In Korean, there are demonstrative pronouns '이 (this), 그(that), 저(that)', and just as 'he' in English is translated as '그', Uzbek also has 'бу[bu], у[u], шу[shu]' There are three demonstrative pronouns, and the English word 'he' becomes 'y[u]'. The difference from Korean is that in Korean, '그(he)' is not used alone in conversation, but is always used as '그 사람 (that person), 개(him) (그 아이 (that child), 그 친구 (that friend), 그 남자 (that man), 그 여자(that woman), 그 분(that person)' or '그분(that)'. In comparison, Uzbek simply uses 'y' a lot. In Uzbek, when 'бу[bu], у[u], шу[shu]' is used without a noun, it can refer to a person, an animal, or an object. In Korean, there are honorifics for the third person, so we always use 'this, that, that' with nouns to differentiate things like 'that friend is here' or 'that person is here.' However, since there is no honorific for the third person in Uzbek, it can be simply indicated as 'бу[bu], у[u], шу[shu]' and we can refer to it as '그 분(him)' or '개(him)', ' Whether that is the case must be understood depending on the situation.

## 2) Questions and answers

If you think about the words we commonly use when talking about the second person, it is usually a question, and when talking about the first person, it is usually an answer. And when talking about the second person, honorifics are always necessary in Uzbek. To get used to speaking in Uzbek, it will be helpful to practice in pairs as follows and compare them with Korean.

		Questions		Answers	
<b>singular</b>	<b>Non-honorific language</b>	сен[sen]?	너?	мен[men]	나
	<b>Honorific language</b>	сиз[siz]?	~님?	мен[men]	저
<b>plural</b>	<b>Non-honorific language</b>	сенлар[senlar]?	너희들?	биз/бизлар[biz/bizlar]	우리/우리들
	<b>Honorific language</b>	сизлар[sizlar]?	~님-들	биз/бизлар[biz/bizlar]	저희/저희들

## 3) revenge “-lar (들)

{лар[lar]} in Uzbek is similar to {лар[lar]} in Korean. The difference is that {лар[lar]} is always attached to the end of the verb to indicate that the subject (actor) is plural, while Korean {s} is always attached to the front of the verb to indicate that the subject (actor) is plural.

## 4) ‘너 (you)’ and ‘сен[sen]’

In Korean, honorifics change depending on whether you say ‘na’ or ‘je’, but in Uzbek, they change depending on whether you say ‘сен[sen]’ or ‘сиз[siz]’. In other words, in Korean, it depends on how you refer to yourself, and in Uzbek, it depends on how you refer to the other person. If we look at Korean honorifics, we use quite complex types, distinguishing them depending on the situation.

Koreans often misunderstand ‘ceH[sen]’ as an informal word equivalent to ‘you’. However, in terms of the level of respect, the situation of saying ‘siz’ in Uzbek is similar to the situation of saying ‘저(I)’, ‘Men’, and the situation of saying ‘ceH[sen]’ is similar to saying ‘너(you)’.

In Korean, ‘나(I)’ is not an honorific, but it is not completely informal like ‘너(you)’. For example, we do not say things like ‘어디 가요. (Where are you going?)’ or ‘난 잘 모르겠는데요. (I don't know)’ to older teachers, but we always say ‘어디 가세요. (Where are you going?)’ or ‘저는 잘 모르겠는데요. (I don't know.)’. However, when talking to a senior who is the same age but has not yet stopped talking, or when talking to a senior at school who is not much older, they often say things like ‘형, 어디 가요? (Brother, where are you going?)’ or ‘난 안 갈 건데요. (I'm not going.)’.

The same goes for Uzbek. The situation where we say ‘ceH[sen]’ is similar to the situation where we use ‘나(I)’. Even if we are meeting each other for the first time, if we are of similar age or are thought to be younger than each other, it is natural to say ‘~님 ~하세요? (Do you do ~?)’ instead of ‘~님 ~해요? (Do you ~?)’ Just as it is natural to say ‘~jon ~siz?’ in Uzbek. So, when speaking Uzbek, ‘ceH[sen](너)’ is often used in situations where formality is not required when people are of similar age, or when an older person is talking to a younger person they are meeting for the first time. In this case, there is no need to feel offended that Uzbeks use informal language without courtesy, mistaking ‘ceH[sen](너)’ as an informal word like ‘너(you)’ in Korean.

**Differences between Korean and Uzbek personal pronouns.** When learning a foreign language, learners usually go through a process of converting that language to their native language. Learners naturally accept the parts that are similar between a foreign language and their native language, but they need a process of getting used to the parts that are completely different. In the chapter below, we will look at the differences between Korean and Uzbek personal pronouns.

#### Differences between Korean and Korean first-person pronouns

By organizing and analyzing the usage of Korean and Korean first-person pronouns, the differences can be presented as follows. First, Korean first-person pronouns are divided into flat and humble pronouns, but Uzbek first-person pronouns do not distinguish between flat and humble pronouns. Korean first-person pronouns ‘나(I), 우리(we)’ are used when talking to people who are equals or subordinates. ‘저(I), 저희(we)’ is used to refer to oneself condescendingly when talking to a superior or someone who is not that close to you. However, Uzbek's first-person pronouns do not have an accusative or humble pronoun. Second, both Korean and Korean first-person pronouns can be divided into singular and plural forms. The plural form of Korean first-person pronouns ‘우리(we), 저희(us)’ itself indicates plurality, but the plural marker ‘-들(-s)’ can be combined again. This is also the case with Uzbek first-person pronouns.

The Uzbek first person pronoun is ‘men(저)’ in singular form and the plural form is ‘biz(우리)’.

A: I have come (나는 왔다).

B: We have come (저희는 왔다).

Third, in Korean, there are expressions such as 'our husband', 'our wife', and 'our parents', where 'our' means 'my'. We habitually use 'we' instead of 'my', but this usage does not exist in Uzbek.

**Differences between Korean and Uzbek 2 personal pronouns.** By organizing and analyzing the usage of Korean and Uzbek second-person pronouns, the differences can be presented as follows.

First, the treatment level of Korean second-person pronouns is more complicated than that of Uzbek second-person pronouns. The forms of Korean second-person pronouns are very diverse and expressive, and when speaking, they are used differently depending on the other person's age, class, and status. For example, '너(you)' is used between relatives below the speaker, minors, or close friends of the same age. '자네(You)' is a second-person pronoun generally used among adults. It is used between adult friends and is an expression of respect for the other person rather than '너(you)'. '당신(You)' is used between married couples, in written language, in book titles, slogans, and in advertisements as a word to elevate an unspecified person. Also, there are many cases where '당신(you)' is used informally. In modern language, '그대(you)' is not often used in colloquial language, but is mainly used in written language.

Indira (2012) states that in Uzbek, the function of personal pronouns as nouns in sentences is similar to that in other languages. The Uzbek language has a clear honorific system. Therefore, personal pronouns are also divided into elevated and lowered pronouns. In modern Uzbek, there are only three second-person pronouns that refer to the addressee: 'sen(너)' in the singular, 'siz(당신)' as an honorific, and 'sizlar(당신들)' in the plural. In social life, the singular form 'sen(너)' and the honorific form 'siz(당신)' are often used. 'sen(너)' and 'siz(당신)' are frequently used in TV, drama, and literary works. The personal pronouns 'sen(너)', 'siz(당신)', and 'sizar(당신들)' are used without distinction between men and women, and 'sen(너)' is often used by husbands to their wives in close friendships from a young age, when people are of similar age, and in the family. 'Siz(당신)' is used more often by women than men when a speaker addresses the listener, especially in everyday life. 'sen' (you) is generally used with young listeners, or can be used with friends and subordinates who have been close since childhood. Second, the Korean second-person pronoun '당신(you)' has the function of elevating the other person as a superior in written language. The Uzbek word 'siz' is a second-person pronoun that elevates the other person.

**Differences between Korean and Uzbek third-person pronouns.** By organizing and analyzing the usage of third-person pronouns in Korean and Uzbek, the differences can be presented as follows. First, the Korean third-person pronoun has an honorific expression, and the Uzbek third-person pronoun has an honorific expression. Korean third-person pronouns can be expressed with respect by adding a noun expressing respect or a dependent noun after the demonstrative adjective '이(this), 그(that), 저(that)'. For example, '그분(him), 그 선생님(that teacher)', etc. Uzbek third-person pronouns have an honorific expression. When the plural suffix '-lar' is added to the Uzbek third-person pronoun 'u', it becomes an honorific title.

A: Ular ketdilar. (They left.)

Second, Korean third-person pronoun usage has strict restrictions in both spoken and written language, but Uzbek third-person pronouns are used well in both spoken and written language. The Korean third-person pronoun '그(he)' is widely used in written language. It can mainly be seen in writings and novels. In colloquial speech, '그(he)' is usually used with a noun or dependent noun

attached to it rather than on its own. For example, ‘그분(him), 그 사람(that person), 그 놈(that guy), 그이(him)’, etc. ‘그녀(She)’ also appears frequently in written texts, including in literary works.

**Review error investigation through the survey.** In this paper, a survey was conducted to find out the actual status of Uzbek learners' use of Korean first-person pronouns, second-person pronouns, and third-person pronouns. A survey was conducted through [www.surveymonkey.com](http://www.surveymonkey.com). Based on the survey results, we would like to analyze the patterns of errors frequently made by learners. This error analysis was conducted on 42 Uzbek learners. The questionnaire consisted of 10 multiple-choice questions. Numbers 1 to 4 are related to first-person pronouns, questions 5 to 9 are related to second-person pronouns, and number 10 is related to third-person pronouns.

The results of the questionnaire survey of beginner and intermediate learners are summarized in a table as shown in <Table 1>.

<Table 1> Questionnaire survey results

	1st person pronoun	1st person pronoun	1st person pronoun
Number of correct answers	57	121	15
number of errors	111	58	27

In the questionnaire, beginner-level learners sometimes answered questions incorrectly because there were personal pronouns that they did not learn. In the essay, this case is judged as an error. The personal pronouns that beginner-level learners did not answer were mainly the second-person pronoun ‘자네(you)’ and the third-person pronoun ‘저들(they)’. For beginner-level learners, errors regarding second-person pronouns account for the majority of total errors.

It can be seen that it accounts for the largest proportion.

### 1. Error patterns and causes

In this study, we would like to take a closer look at the patterns and causes of errors in the use of personal pronouns by Uzbek learners.

#### 1) The choice of a modest title is wrong.

① (학생이 선생님에게) 선생님, \_\_\_ 는 숙제를 다 했어요.

(Student to teacher) Teacher, \_\_\_ finished his homework.

나	저	너
2(4.8%)	38(90.5%)	2(4.8%)

In survey ①, 2 learners chose ‘나(I)’, 38 learners chose ‘저(me)’, and 2 learners chose ‘너(you)’. The reason why this error occurs is that the honorifics of first-person pronouns cannot be clearly understood, so it is difficult to distinguish between the informal ‘나(I), 우리(we)’ and the humble ‘저(me), 저희(us)’. The Uzbek first-person pronoun ‘man’ is used only as ‘men’, without any formal or humble pronouns. The same goes for the plural form ‘biz’. However, it can be seen that Uzbek learners' error rate for the plural forms ‘우리(we), 저희(us)’ is higher than for the singular forms ‘나(I), 저(me)’. ‘나(I)’ and ‘저(me)’ are words that learners generally study early when studying Korean, and because they are used so frequently, they do not make many errors.

## 2) ‘우리’

) 영민아, 여기가 \_\_\_\_\_ 동네야.

내	제	우리
14(33.3%)	3(7.1%)	25(59.5%)

3) 학교에서 돌아오면 \_\_\_\_\_ 어머니는 항상 웃으며 맞아 주신다.

내	제	우리
3(7.1%)	15(35.7%)	24(57.1%)

4) \_\_\_\_\_ 어머니는 공무원이십니다.

내	제	우리
3(7.1%)	15(35.7%)	24(57.1%)

The survey above shows errors made by Uzbek learners in the Korean first-person pronoun ‘우리’. It can be seen that the error rate in 4) is lower than in 2) and 3). The reason is that Korean textbooks contain detailed information about the first-person pronoun ‘우리’, so there are not that many errors.

## 2)당신

자네	당신	너
8(19.0%)	16(38.1%)	18(42.9%)

5) (아내가 남편에게) 여보, \_\_\_\_\_ 오늘 안 와?

6) (부부 싸울 때) \_\_\_\_\_ 지금 뭐라고 했어?

당신	그대	너
30(71%)	5(11.9%)	7(16.7%)

Surveys ⑤ and ⑥ investigated the use of second-person pronouns in conversations in marital relationships and when calling the other person when fighting. The incidence of sentence errors was higher for beginner-level learners than for intermediate-level learners. Most learners chose ‘당신(you)’, but there were also learners who chose ‘그대(you)’ and ‘너(you)’. Most learners chose ‘당신(you)’ because even among Uzbek couples, the second person pronoun ‘당신(you)’(Siz) is used. When Uzbek couples fight, they use ‘당신(you)’ and the second-person pronoun ‘너(you)’.

## 3)자네

7) (친분이 있는 사이에서) \_\_\_\_\_, 언제 미국에 돌아가나?

당신	자네	너
6(14.3%)	14(33.3%)	22(52.4%)

8) (사장이 부하 직원에게) \_\_\_\_\_ 내일까지 이것 좀 해 오게.

자네	너	당신
18(42.9%)	21(50%)	3(7.1%)

9) (장인이 사위에게) \_\_\_\_\_ 언제 출발할 거야?

너	당신	자네
24(51.1%)	7(16.7%)	11(26.2%)

Surveys ⑦, ⑧, and ⑨ are a survey on the usage of '자네(you)'. The error rate for these three questions is high for beginner-level learners.

Looking at ⑦, ⑧, and ⑨, learners regarding the usage of '자네(you)' have a high error rate in all cases except ⑨ '장인과 사위 관계' 'relationship between father-in-law and son-in-law'. Looking at ⑦, when it was necessary to select '자네(you)', about half of the learners chose '너(you)'. The cause cannot distinguish the difference between '자네(you)' and '너(you)'. '자네(You)' is mainly used by adults in their 40s, but speakers in their 20s and 30s rarely use the expression 'you'. ⑧ In cases where the boss mainly uses '자네(you)' when calling an employee, more learners chose '너(you)'. This is an error that occurs because beginner-level learners are unfamiliar with the word's meaning and usage, and intermediate-level learners know the word's meaning but cannot accurately understand its usage.

10) 저들은 쌍둥이 아니라 친구입니다.

Biz	Ular	Ana ular
3(7.1%)	12(28.6%)	27(64.3%)

In the translation problem of ⑩, three learners translated '저들(they)' to mean '저희(us)', a first-person pronoun. The cause of this error is confusion with the first person pronoun '저(me)'. And since learners think that '-들(-s)' is a plural marker and forms a plural form when added after '저(me)', most of the learners translated the meaning of '저희(we)'. However, most learners chose the correct answer.

## CONCLUSION

As the number of Uzbek Korean language learners increases, the number of international students coming to Korea to study is also increasing.

So far, we have studied the contrast between Korean and Uzbek personal pronouns for beginner and intermediate Uzbek learners. A comparative study of highly frequent Korean personal pronouns and Uzbek personal pronouns was examined and their similarities and differences were presented. Based on this, error patterns and causes of errors were analyzed through a survey of Uzbek Korean learners. We

identified errors in the use of personal pronouns by Uzbek learners and explored how to teach them from a Uzbek perspective to make learning more efficient.

When we observed the research, it showed that there are pronouns in the two languages, and the pronouns in the two languages are similar to each other. This is because both languages belong to the agglutinative language group.

Through the questionnaire of our study, it was shown that Uzbek students had more correct answers than wrong answers due to their understanding of Korean pronouns. So, students have a good understanding of Korean pronouns. However, some students did not know Korean culture well, and because the Uzbek language is similar to the Korean language, the culture is also similar, so they chose answers that correspond to the Uzbek culture. This led to wrong answers. After this research, it can be concluded that students should be taught not only the language but also the language with the culture.

Based on the errors that appeared earlier, we also thought about improvement measures to reduce learners' errors and presented an efficient instruction plan for Uzbek learners.

I hope this will be of some help to Uzbekistan learners of Korean when studying personal pronouns or using correct personal pronouns in actual language life.

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