



Main Differences And Similarities Of The Sentence Stress In English And Uzbek

Jurayeva Nilufar
Mukhiddin kizi

2nd course Master's student
University of Economics and Pedagogy
Karshi city, Republic of Uzbekistan
[jurayeva nilufar M@gmail.com](mailto:jurayeva_nilufar_M@gmail.com)

ABSTRACT

This article investigates the main differences and similarities of sentence stress in English and Uzbek from phonetic, functional, and communicative perspectives. Sentence stress plays an essential role in oral speech by organizing information, emphasizing semantic importance, and expressing speaker attitude. The purpose of the study is to compare the characteristics, functions, and patterns of sentence stress in English and Uzbek and to identify their common and distinctive features. The research applies comparative, descriptive, phonetic, and functional methods of analysis. The findings demonstrate that sentence stress in both languages contributes to meaning differentiation, emotional expressiveness, and communicative effectiveness. However, significant differences exist in rhythmic organization, intonation patterns, stress placement, and information structure. The article concludes that sentence stress reflects both universal communicative principles and language-specific phonetic traditions.

Keywords:

Sentence stress, phonetics, intonation, prosody, English phonetics, Uzbek phonetics, comparative linguistics, rhythm, communicative function, suprasegmental features

Introduction. Sentence stress constitutes one of the most important suprasegmental features of speech. It serves to highlight semantically important elements within an utterance and contributes to communicative clarity, emotional expressiveness, and information structure. Sentence stress interacts closely with rhythm, intonation, tempo, and logical emphasis. In modern linguistics and phonetics, sentence stress is studied as an essential component of spoken communication. It helps distinguish between given and new information, express contrast, indicate emotional attitude, and organize speech rhythmically.

English and Uzbek belong to different language families and possess different phonetic systems. English is generally

considered a stress-timed language, while Uzbek demonstrates features closer to syllable-timed rhythm. These distinctions influence sentence stress patterns, rhythmical organization, and prosodic structure. The purpose of this article is to analyze the similarities and differences of sentence stress in English and Uzbek and determine their communicative and functional significance.

Literature Review. Sentence stress has been extensively studied in phonetics, phonology, and discourse analysis. Scholars such as Daniel Jones and Henry Sweet investigated English stress and intonation patterns and their communicative functions. Modern phonetic studies emphasize that sentence stress is closely related to information structure and pragmatic meaning. Content

words such as nouns, verbs, adjectives, and adverbs typically receive stress, while function words often remain unstressed.

Researchers also note that sentence stress may shift according to communicative intention: *emphasis, contrast, correction, emotional expression.*

In Uzbek linguistics, phonetic studies focus on word stress, rhythm, and intonation within oral speech. Uzbek sentence stress tends to be more stable and less contrastive than English stress patterns. Comparative phonetic studies indicate that differences in sentence stress often create difficulties in second-language acquisition and pronunciation.

Methodology. The research employs comparative, descriptive, phonetic, and functional methods of analysis. Examples from conversational speech, literary dialogues, phonetic textbooks, and authentic spoken materials in English and Uzbek serve as research materials. The comparative method is used to identify similarities and differences between the two languages. Phonetic analysis examines stress placement, rhythmical organization, and intonation patterns, while functional analysis determines communicative and pragmatic roles of sentence stress.

Materials and Discussion. English sentence stress is characterized by dynamic emphasis placed on semantically important words.

Example: *I 'wanted to buy a NEW car.*

The stress on *new* highlights contrastive or important information.

In English, content words usually receive stress:

- ✓ *nouns,*
- ✓ *main verbs,*
- ✓ *adjectives,*
- ✓ *adverbs.*

Function words are often unstressed:

- ✓ *articles,*
- ✓ *prepositions,*
- ✓ *auxiliary verbs,*
- ✓ *conjunctions.*

English sentence stress is flexible and may shift according to communicative purpose. Example: *I wanted a RED pen. I WANTED a red pen.*

Different stress placement changes emphasis and pragmatic meaning.

Uzbek sentence stress also emphasizes important information but functions somewhat differently from English.

Example: *Men yangi KITOB sotib oldim.*

The stressed word carries logical importance, but Uzbek stress tends to be less variable than English stress.

In Uzbek:

- ✓ stress often falls near the end of syntactic groups,
- ✓ intonation plays a stronger role in expressing communicative meaning,
- ✓ rhythm is generally more syllable-based.

Unlike English, Uzbek function words may retain clearer pronunciation and are less frequently reduced.

Similarities Between English and Uzbek Sentence Stress. Both languages demonstrate several common features:

- ✓ sentence stress highlights important information;
- ✓ stress contributes to emotional expressiveness;
- ✓ logical emphasis changes meaning;
- ✓ stress interacts with intonation;
- ✓ sentence stress organizes spoken discourse.

For example, both languages use stress to express contrast: English: *I said BLUE, not black.* Uzbek: *Men KO'K dedim, qora emas.*

In both cases, stress marks correction and emphasis.

Main Differences:

1. Rhythmic Organization

English is stress-timed:

- stressed syllables occur at relatively regular intervals.

Uzbek is closer to syllable-timed rhythm:

- syllables tend to receive more equal duration.

2. Reduction of Unstressed Words

English frequently reduces unstressed vowels:

- *to* → /tə/
- *and* → /ən/

Uzbek generally preserves clearer pronunciation of unstressed syllables.

3. Flexibility of Stress Placement

English sentence stress is highly flexible and pragmatically significant. Uzbek stress placement is comparatively more stable and less contrast-dependent.

4. Communicative Function

English stress often carries strong pragmatic meaning and may entirely change interpretation. In Uzbek, intonation and word order frequently contribute more significantly to communicative nuance.

Functional Role of Sentence Stress.

Sentence stress performs several important communicative functions:

- ✓ highlighting new information;
- ✓ expressing emotion;
- ✓ indicating contrast;
- ✓ organizing discourse;
- ✓ strengthening pragmatic effect.

In literary dialogue, sentence stress contributes to characterization and emotional realism. For example: "I NEVER said that!"

The stressed word intensifies emotional reaction.

Similarly in Uzbek: *Men BUNI aytmadim!*

Stress emphasizes denial and emotional intensity.

Results. The comparative analysis demonstrates that sentence stress in English and Uzbek possesses both universal and language-specific features.

The similarities include:

- ✓ communicative emphasis,
- ✓ interaction with intonation,
- ✓ emotional expressiveness,
- ✓ discourse organization.

The differences involve:

- ✓ rhythmic structure,
- ✓ reduction patterns,
- ✓ flexibility of stress placement,
- ✓ pragmatic dependence.

The findings also show that English sentence stress is more dynamic and contrastive, whereas Uzbek sentence stress relies more heavily on intonation and syntactic structure.

Conclusion. Sentence stress represents an essential suprasegmental feature in both English and Uzbek. It performs important communicative, emotional, pragmatic, and

stylistic functions in oral discourse. The study demonstrates that despite certain universal principles of emphasis and information structure, English and Uzbek differ considerably in rhythmical organization, stress flexibility, and phonetic realization. Understanding these similarities and differences is particularly important for comparative linguistics, phonetic studies, language teaching, and intercultural communication. Further research may focus on experimental phonetics, intonation modeling, and pronunciation difficulties in second-language acquisition.

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