

Article

# An Analysis of Linguistic Errors in the Written Speech of Academic Lyceum Students

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**Abstract:** This article analyzes linguistic errors found in the written speech of academic lyceum students. The study examines the causes of spelling, stylistic, grammatical, and lexical mistakes. The research highlights that adherence to language norms, the development of text-processing skills, and the application of modern pedagogical methods are important factors in improving students' written communication abilities.

**Keywords:** written speech, linguistic error, grammar, spelling, style, lexis, academic lyceum, language norm.

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## 1. Introduction

Within the system of continuous education, academic lyceums represent a distinct strategic link. Indeed, the lyceum environment serves as the primary ground for preparing students for higher education and future scholarly-professional activities. The written speech of academic lyceum students is not merely a collection of linguistic rules and grammatical knowledge; rather, it is the primary criterion of their logical, critical, and analytical thinking potential, world outlook, and ability to express ideas systematically and coherently. Written speech constitutes the most complex and advanced form of communication, demanding profound revision of thought, precise word selection, and strict adherence to literary language standards. However, contemporary analyses of students' written assignments (essays, expositions, research papers, and independent works) reveal that various levels of linguistic errors systematically and regularly occur in their speech. This negative tendency remains one of the most urgent and pressing problems in modern Uzbek linguistics and methodology. The high frequency of orthographic, punctuational, grammatical, and stylistic errors in students' written speech is linked, on one hand, to the negative impact of casual, abbreviated communication forms in digital technologies and social networks (slang and virtual discourse) [1], and on the other hand, to the inadequate transformation of theoretical knowledge acquired in native language classes into spoken and written practice [2].

The empirical and theoretical investigation of linguistic deviations in the written speech of academic lyceum students, the development of a typological classification of these errors, and the identification of their underlying causes are highly significant not only for linguistics but also for linguodidactics. A profound study of this problem will ultimately contribute to improving the methodical excellence of native language textbooks, enhancing students' functional literacy, and developing high-level communicative competences in learners.

## 2. Literature Review

The problems of developing the lexical and stylistic skills of academic lyceum and secondary school students are reflected in the research of prominent linguists such as A. Hojiyev and B. Yoldoshev. While A. Hojiyev analyzed the meanings of words and their

compatibility in written texts within his works on Uzbek lexicology [3] B. Yoldoshev profoundly investigated the stylistic and speech aspects of the modern Uzbek literary language, particularly the lexical-stylistic errors resulting from the misuse of words by students.

From the perspective of modern linguodidactics and pedagogical technologies, the issues of enhancing students' functional literacy have been systematically analyzed in the scientific works of R. Sayfullayeva, B. Mengliyev, and J. Jalolov. By studying the syntactic level of the modern Uzbek literary language, R. Sayfullayeva and B. Mengliyev justified the necessity of forming students' competence in sentence construction and the correct interconnection of phrases in written speech [4]. Their research serves as an important theoretical framework for identifying the underlying causes of grammatical (syntactic) errors in students' writing. Meanwhile, J. Jalolov developed mechanisms for forming students' speech competences by utilizing modern pedagogical technologies in education [5]. However, despite the existence of numerous studies, the specific linguistic errors characteristic of academic lyceum students' written speech, their sociolinguistic sources (including the impact of virtual spaces and social network language), and the issues of analyzing them through a systematic (corpus-based) approach have not yet been thoroughly investigated as an integrated object of research in Uzbek linguistics. This further determines the scientific value and originality of this research work.

### 3. Methodology

This research is aimed at identifying the linguistic errors encountered in the written speech of academic lyceum students, classifying them typologically, and analyzing the methodical and psycholinguistic factors that cause these errors. Samples of independent works, essays, and expositions written by first- and second-year students of academic lyceums, as well as control works obtained from native language and literature classes, were selected as the object of the research. The methodological foundation of the study is constituted by the principles of modern corpus linguistics, Error Analysis (EA) methodology, and comparative-analytical approaches. In order to shed light on the problem from all perspectives, an interconnected complex of scientific methods was utilized during the work process [6-7].

Initially, linguistic observation and statistical analysis methods were applied in the research. For this purpose, students' written works were compiled in the form of a textual database, and each text underwent linguistic expertise. The frequency of repetition and percentage indicators of the identified linguistic defects within the total text were determined on the basis of statistical calculations [8-9].

### 4. Results and Discussion

The analyses conducted indicated that the following linguistic errors occur most frequently in the written speech of academic lyceum students:

- Firstly, orthographic errors. These errors are associated with the incorrect spelling of words, the erroneous application of affixes, or the failure to adhere to punctuation rules [10].
- Secondly, grammatical errors. In certain instances, deficiencies are observed in the agreement of sentence parts, as well as in the utilization of verb tenses and case suffixes [11].
- Thirdly, lexical errors. Students occasionally misuse synonyms and homonyms, or employ words without fully comprehending their exact semantic meanings [12].
- Fourthly, stylistic errors. The usage of units characteristic of the colloquial style in texts where the academic style is required negatively impacts the overall quality of written speech [13].

The emergence of these errors is caused by an insufficiently developed reading culture, a shortage of independent written exercises, and difficulties in mastering modern language standards [14]. Furthermore, it was observed that utilizing text analysis, essay writing, creative assignments, and interactive methods yields effective results in developing students' written speech [15].

### 5. Conclusion

Linguistic errors encountered in the written speech of academic lyceum students predominantly possess orthographic, grammatical, lexical, and stylistic characteristics. In order to minimize these errors, it is essential to develop students' reading culture, expand the volume

of independent writing exercises, and widely integrate modern pedagogical technologies into the educational process. Continuous and systematic engagement with written speech serves to enhance students' language competence and academic literacy. It is worth emphasizing that the systematic analysis and elimination of linguistic errors in the written speech of academic lyceum students is not merely an isolated issue within linguistics. The positive resolution of this problem constitutes a fundamental prerequisite for training thoroughly literate, intellectual, and competitive personnel across the Republic who can clearly articulate their ideas in an academic language suitable for the higher education system and future scholarly endeavors.

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