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Pragmalingvistika, funksional tarjimashunoslik va til o'rgatish jarayonlari integratsiyasi

Прагмалингвистика, функциональное переводоведение и интеграция процессов преподавания языка

Pragmalinguistics, functional translation studies and integration of language teaching processes

International Scientific and Theoretical Conference

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Ingliz tilshunosligi kafedrası

**PRAGMALINGVISTIKA, FUNKSIONAL
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To'plamda respublikamiz olimlari, katta ilmiy xodim-izlanuvchilari va mustaqil izlanuvchilarining xorijiy tillarda o'quv va badiiy adabiyotlar, elektron darsliklar, ixtisoslashtirilgan rasmlar bilan bezatilgan gazetalar va jurnallarni yaratish hamda chop etish samaradorligini oshirish, yoshlarda chet tilni egallash darajalarining Yevropa tizimi (CEFR)ni o'rganishning o'rni, yoshlarga chet tilni o'rgatishning psixologik aspektlari, chet tilni o'rganishda til xususiyatlarining ahamiyati va muammolari, til va madaniyatlararo kommunikatsiya metodlari, tilshunoslik va adabiyotshunoslik masalalari, uslubshunos olimlarning ilg'or tajribalarining roli kabi masalalar talqiniga bag'ishlangan maqolalari o'z ifodasini topgan. To'plamda til muammolari bilan qiziquvchi ilmiy xodimlar, katta ilmiy-xodim izlanuvchilar, mustaqil tadqiqotchi-izlanuvchilar, magistrantlar va o'quvchilar foydalanishlari mumkin.

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3. Fikr-mulohaza va baholash jarayoni – o'qituvchi va tengdoshlar tomonidan berilgan fikr-mulohazalar yozish sifatini yaxshilashda samarali bo'ladi.

4. Texnologik vositalardan foydalanish – talabalar uchun interaktiv platformalar va onlayn vositalar yozish jarayonini qo'llab-quvvatlaydi.

Xulosa.

Kelajakda ushbu mavzu bo'yicha tadqiqotlarni yanada chuqurlashtirish va turli kontekstlarda sinovdan o'tkazish maqsadga muvofiq bo'ladi. ESP talabalarining yozish ko'nikmalarini samarali rivojlantirish uchun pedagogik strategiyalarni yanada boyitish va texnologiyalardan keng foydalanish dolzarb masalalardan biri bo'lib qoladi.

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TEACHING MODAL VERBS IN THE EFL CONTEXT: FOCUS ON "HAVE TO" AND "CAN"

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Annotation: *The descriptive grammar always supports systematic rules in every language that helps language learners to speak and write fluently and accurately. As a native Uzbek speaker and English is secondary language for me, I have found out modal verbs do not exist in Uzbek language, instead of modal verbs modal words are used. First, I will give some features of modal verbs "can", "have to" and I mostly emphasize their different meanings and challenges to understand and use these modal verbs in appropriate contexts. I will give easy exercises to use in teaching these modal verbs.*

Key words: *modal verbs "can", "have to", L1 interference, pre-intermediate level, Distinguishing ability and permission, Kahoot puzzling.*

Description of modal verbs

In English language teaching, modal verbs such as "can," "may," "must," "have to," "shall," "will," "should," "might," and "could" are essential for expressing meanings like possibility, necessity, ability, obligation, permission, and advice. Huddleston and Pullum (2002) categorize modal meanings into three types: epistemic (what must or could be true based on knowledge), deontic (what is required or permitted), and dynamic (expressing ability or willingness). Epistemic and deontic modalities relate to belief and obligation, while dynamic modality focuses on the subject's capacity or readiness, as in "She can swim."

Modal verbs like "have to" and "can" change sentence meanings by conveying obligation, permission, or ability. "Have to" implies external necessity, e.g., "I have to finish the project," while

"can" indicates ability or permission, e.g., "She can swim." Unlike "can," which doesn't change with subject or tense, "have to" requires tense conjugation, e.g., "She had to finish the project."

Modal verbs are common in spoken and written English, with "have to" acting as a semi-modal requiring tense conjugation, while "can" remains unchanged. Greenbaum and Quirk (1990) note that "can" expresses both ability and permission, which can confuse learners. "Have to" is also often confused with "must," although "must" typically conveys stronger personal obligation.

Larsen-Freeman and Celce-Murcia (2016) emphasize that modals like "can" and "have to" are part of modality, reflecting the speaker's attitude. Teaching these distinctions is important, especially for students whose native languages handle modality differently.

Modal verbs in my teaching context

In my experience as an EFL teacher, modal verbs are often a challenging area for learners, especially in L1 interference as their first language is Uzbek and they are pre-intermediate level learners. One of the most prominent issues in the Uzbek context is L1 interference. Uzbek, as a Turkic language, does not have a one-to-one correspondence with English modal verbs. Modal verbs like "have to" and "can" do not exist in Uzbek in the same form, creating challenges due to L1 interference. As an EFL teacher, I have noticed that my Uzbek learners struggle to differentiate between similar modals such as "must" and "have to", and they often overuse "can". This is due to the lack of direct equivalents in Uzbek and the differing grammatical structures used to express modality.

For example, Uzbek uses the word "kerak" to express necessity or obligation, while "mumkin" can mean both ability and permission. This can cause confusion in English, where "can" and "must" have more specific uses. As a teacher, my learners confuse must and have to in different contexts and the learners overuse the modal verb "can". As noted by Muminova (2020), Uzbek learners often overgeneralize modal verb usage due to the influence of their native language. For example, they might incorrectly use "must" when "have to" would be more appropriate, or they might not distinguish between ability and permission in the use of "can".

Learners overgeneralize and fail to distinguish between forms due to differences in how English marks tense and aspect, which are less prominent in Uzbek (Muminova, 2020; Usmonov, 2018). This results in errors, particularly when forming past or future constructions (e.g., "I had to go", "I will be able to").

Considering these challenges requires explicit grammar teaching, practice with different contexts, and a focus on pragmatic usage. By comparing modal usage in both languages and creating real-life contexts for practice, teachers can aid students realize these differences and improve accuracy and fluency in their speech.

Potential issues Modal verbs present challenges for both learners and teachers, as they have multiple meanings depending on context. This difficulty is noticed when the learners' first language lacks modal verbs, such as in Uzbek, making it harder to convey distinctions in usage and meaning. Modal verbs are also unique in that they do not conjugate like regular verbs, which adds to learners' confusion. L1 interference further complicates modal usage, as learners may confuse similar modals like "must" and "have to" or overuse "can" for permission, leading to issues with formality and register. Misunderstanding these nuances affects learners' ability to use modals accurately in communication.

Exercises to teach modal verbs

To teach modal verbs in pre-intermediate EFL classes, I would use two exercises to enhance both receptive and productive skills. The first is a reading activity where students distinguish the meanings of "can" and its past form "could" in terms of permission or ability, boosting their critical reading skills. The second is a writing activity where students rewrite sentences using "have to" to express obligations in real-life contexts, improving their understanding of "have to" versus "must."

These exercises can be adapted to improve understanding of modal verbs like "have to," "must," and "can," and to practice their conjugation. The reading activity helps learners grasp pragmatic and grammatical structures, while the writing activity allows them to practice real-life scenarios. Many textbooks fail to address the semantic diversity between modals, leading learners

to overuse or incorrectly substitute certain modals, especially when translating from their native languages. The exercises focus on teaching high-frequency modals like "have to" and "can," aiding learners in both spoken and written English. For engagement, teachers can use tools like Kahoot to integrate the content of the exercises.

Exercise 1: Distinguishing Ability and Permission with "Can" and "Could" in short contexts (5 minutes)

Task: Provide sentences where learners must determine whether "can" and "Could" are being used to express ability or permission. For instance:

Example: I can lift 50 kg.-

Can I borrow your pen?-

Could you open the window, please?-

Exercise 2: Expressing Necessity with "Have to" (7 minutes)

Task: Provide learners with real-life scenarios and ask them to express obligations using "have to", "has to". For example:

- "You need to finish your homework."
- Rewrite: "I have to finish your homework."
- You need to stay at home.-

Extension: Ask students to discuss when they "have to" do things in their daily life, encouraging contextual use of the modal.

Ask students to rewrite sentences in past with "had to".

Justification for the Design of the Exercises

Exercise 1 focuses on function-based practice (Ellis, 2003) to help learners notice how "can" shifts meaning between ability and permission, aligning with Larsen-Freeman and Celce-Murcia's (2016) emphasis on explicit grammar instruction. Exercise 2 encourages practicing "have to" by connecting it to real-world obligations, reinforcing conjugation with "has to" and "had to."

The contrastive method, comparing similar modals like "must" and "have to," helps learners identify subtle differences and improve accuracy. These exercises allow students to apply modal verbs in real-life contexts, enhancing understanding and flexibility in usage. Communicative activities, as noted by Ur (1996), are effective for teaching modals, reinforcing correct usage in social interactions.

Conclusion

In conclusion, mastering the use of modal verbs presents a significant challenge for pre-intermediate Uzbek learners of English as a Foreign Language (EFL). Modal verbs such as "have to," "must," and "can" are particularly difficult due to their subtle differences in meaning and complex conjugation patterns as they are different from learners' first language (L1). These factors add layers of complexity that can be confusing for learners. However, by applying effective teaching methods like active learning, inquiry-based learning, and scaffolding, students can gradually build a deeper understanding of these modal verbs and use them more confidently.

With consistent practice and exposure, students can steadily improve their ability to use modal verbs in everyday conversations, leading to more effective communication in English.

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TEACHING LANGUAGE SYSTEMS FOR SECOND LANGUAGE LEARNERS

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Annotation: The provided information outlines four prominent language teaching methodologies: the Audio-Lingual Method, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Total Physical Response (TPR). Each method is described in terms of its focus, usage, strengths, and weaknesses. These methods vary in their approaches, from repetitive drills and habit formation (Audio-Lingual) to real-life communication (CLT), practical task completion (TBLT), and physical response to commands (TPR). The strengths and weaknesses of each method highlight their suitability for different learning contexts and learner needs.

Key words: Repetition, drills, habit formation, pronunciation, dialogue, error correction, interaction, fluency, real-life communication, practical language use, collaboration.

Аннотация: Представленная информация описывает четыре известные методики преподавания языков: Аудиолингвальный метод, Коммуникативное обучение языку (CLT), Задачно-ориентированное обучение языку (TBLT) и Метод полного физического реагирования (TPR). Каждая методика описана с точки зрения ее фокуса, применения, преимуществ и недостатков. Эти методы различаются по подходам: от повторяющихся упражнений и формирования привычек (Аудиолингвальный метод) до реального общения (CLT), выполнения практических задач (TBLT) и физического реагирования на команды (TPR). Преимущества и недостатки каждой методики подчеркивают их пригодность для различных контекстов обучения и потребностей учащихся.

Ключевые слова: Повторение, упражнения, формирование привычек, произношение, диалог, исправление ошибок, взаимодействие, беглость, реальное общение, практическое использование языка, сотрудничество.

Annotatsiya: Ushbu maqolada berilgan ma'lumotlar Audio-Lingual Method, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT) va Total Physical Response (TPR) kabi to'rtta mashhur til o'qitish metodikasini tavsiflaydi. Har bir metodika uning fokuslanishi, qo'llanilishi, kuchli tomonlari va zaif tomonlari nuqtai nazaridan tavsiflangan. Ushbu metodlar takroriy mashqlar va odatlarni shakllantirish (Audio-Lingual)dan tortib, haqiqiy muloqot (CLT), amaliy vazifalarni bajarish (TBLT) va buyruqlarga jismoniy javob berish (TPR)gacha bo'lgan yondashuvlarda farqlanadi. Har bir metodning kuchli va zaif tomonlari ularning turli o'quv kontekstlari va o'quvchilar ehtiyojlariga mosligini ta'kidlaydi.

Kalit so'zlar: Takrorlash, mashqlar, odatlarni shakllantirish, talaffuz, dialog, xatolarni tuzatish, o'zaro munosabat, ravonlik, real muloqot, amaliy til qo'llash, hamkorlik

Teaching language systems for second language learners involves a structured approach to developing the four core language skills: listening, speaking, reading, and writing. These systems