

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
ANDIJON DAVLAT CHET TILLARI INSTITUTI



**«ZAMONAVTY TILSHUNOSLIK YO'NALISHLARI VA CHET
TILLARINI O'QITISHDA INNOVATSION YONDASHUVLAR»**

MAVZUSIDAGI XALQARO II MIY-AMALIY ANJUMAN



**«СОВРЕМЕННЫЕ НАПРАВЛЕНИЯ ЯЗЫКОЗНАНИЯ И
ИННОВАЦИОННЫЕ ПОДХОДЫ В ОБУЧЕНИИ
ИНОСТРАННЫМ ЯЗЫКАМ»**

МАТЕРИАЛЫ МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ



**“MODERN TRENDS IN LINGUISTICS AND INNOVATIVE
APPROACHES TO TEACHING FOREIGN LANGUAGES”**

PROCEEDINGS INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE



ANDIJON-2024. 10-IYUN

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Oliy ta‘lim, fan va innovatsiyalar vazirining 2024-yil 18-yanvardagi “2024-yilga mo‘ljallangan xalqaro va respublika miqyosida o‘tkaziladigan ilmiy va ilmiy-texnik tadbirlar ro‘yxatini tasdiqlash to‘g‘risida”gi 16-sonli buyrug‘i, shuningdek, mamlakat ilm-fani nufuzini yanada oshirish va xalqaro ilmiy-texnik hamkorlik ko‘lamini kengaytirishga qaratilgan xalqaro va respublika miqyosidagi ilmiy anjumanlar, simpozium, kongress, seminarlar va boshqa ilmiy hamda ilmiy-texnik tadbirlarni yuqori ilmiy va tashkiliy amaliy darajada samarali o‘tkazilishini ta‘minlash maqsadida Andijon davlat chet tillari institutida “Ingliz tili nazariy aspektlari”, “Ingliz tili va adabiyoti” hamda “Ingliz tili amaliyoti” kafedralari tomonidan “Zamonaviy tilshunoslik yo‘nalishlari va chet tillarini o‘qitishda innovatsion yondashuvlar” mavzusida xalqaro ilmiy-amaliy anjuman o‘tkazildi.

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Ilmiy-amaliy konferensiya materiallariga oid mazkur to‘plam, tilshunoslikning zamonaviy yo‘nalishlari va chet tillarini o‘qitishdagi innovatsion yondashuvlar hamda ulardagi dolzarb masalalarga bag‘ishlanligi bilan ahamiyatlidir.

Mazkur to‘plamdan respublika va xorijiy oliy ta‘lim muassasalarida hamda ilmiy-tadqiqot markazlarida faoliyat olib borayotgan olimlar, professor-o‘qituvchilar, doktorantlar, magistrlar va iqtidorli talabalarning ilmiy maqolalari joy olgan.

To‘plamga kiritilgan materiallarning mazmuni, undagi statistik ma‘lumotlar va me‘yoriy hujjatlar sanasining to‘g‘riligiga mualliflarning o‘zlari mas‘uldirlar.

Andijon davlat chet tillari instituti, 2024-yil

A System of Exercises for Strengthening Knowledge of Words Expressing Modality and Their Alternatives in the Uzbek Language

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Abstract: This article proposes a system of exercises designed to strengthen learners' understanding and use of words expressing modality and their alternatives in the Uzbek language. Modality refers to the speaker's attitude or judgment regarding the likelihood, necessity, obligation, permission, or possibility of an event or action. Mastering modal expressions is crucial for conveying a speaker's intent and achieving effective communication in Uzbek. The proposed exercises target various learning styles and proficiency levels, incorporating translation tasks, sentence completion, dialogue creation, and error identification activities.

Keywords: Modality, Uzbek language, vocabulary development, language learning exercises, semantics

Annotatsiya: Ushbu maqolada o‘quvchilarning o‘zbek tilidagi modallikni ifodalovchi so‘zlar va ularning muqobil variantlarini tushunish va qo‘llashni mustahkamlashga qaratilgan mashqlar tizimi taklif etiladi. Modallik so‘zlovchining biror hodisa yoki harakatning ehtimoli, zarurati, majburiyati, ruxsati yoki imkoniyati haqidagi munosabati yoki mulohazasini bildiradi. Modal iboralarni o‘zlashtirish so‘zlovchining niyatini etkazish va o‘zbek tilida samarali muloqotga erishish uchun muhim ahamiyatga ega. Taklif etilayotgan mashqlar tarjima vazifalarini, jummalarni bajarish, dialog yaratish va xatolarni aniqlash faoliyatini o‘z ichiga olgan turli xil o‘rganish uslublari va malaka darajalariga qaratilgan.

Kalit so‘zlar: Modallik, o‘zbek tili, so‘z boyligini rivojlantirish, til o‘rganish mashqlari, semantika

Introduction

Modality is a fundamental aspect of human language, allowing speakers to express their judgments, beliefs, and degrees of certainty about the world around them. In the Uzbek language, modality is conveyed through a rich set of verbs, adverbs, and modal particles. However, mastering these expressions can be challenging for learners due to their subtle differences in meaning and usage. This article presents a system of exercises specifically designed to strengthen learners' knowledge and application of modal expressions and their alternatives in Uzbek.

The Importance of Modality in Uzbek Language Learning

Modal expressions play a vital role in Uzbek communication, enabling speakers to:

- Convey degrees of obligation (e.g., kerak – must, lozim – necessary)
- Express permission (e.g., mumkin – possible, bo‘ladi – allowed)
- Indicate likelihood (e.g., balki – maybe, albatta – certainly)
- Show ability (e.g., imkon bor – there is a possibility, qila olaman – I can do it)
- Formulate advice or recommendations (e.g., kerak edi – it would be necessary, yaxshi bo‘lar edi – it would be good)

By effectively using modal expressions, learners can achieve greater clarity, precision, and nuance in their spoken and written Uzbek.

Proposed System of Exercises

The following exercises cater to different learning styles and proficiency levels:

1. Translation Tasks:

- Learners translate sentences from their native language to Uzbek, focusing on identifying and accurately expressing modal concepts.
- Learners translate Uzbek sentences containing modal expressions into their native language, paying close attention to the semantic nuances of each expression.

2. Sentence Completion:

- Learners are presented with incomplete sentences containing modal verbs or particles. They must choose the most appropriate word to complete the sentence based on the intended meaning.
- The difficulty level can be adjusted by providing a list of possible options or leaving it open-ended.

3. Dialogue Creation:

- Learners work in pairs to create dialogues that involve various modal expressions. Each dialogue can focus on a specific scenario, such as seeking permission, giving advice, or expressing doubt.
- This activity encourages learners to use modal expressions in a communicative context.

4. Error Identification:

- Learners are presented with sentences containing errors in modality use. They must identify the mistake and correct the sentence by selecting the appropriate modal expression.
- This exercise helps learners develop a critical eye for identifying and rectifying common mistakes related to modality in Uzbek.

5. Matching Activity:

- Learners match modal verbs or particles with their corresponding definitions or synonyms in Uzbek.
- This activity reinforces learners' understanding of the meaning and function of different modal expressions.

6. Role-Playing:

- Learners are assigned roles in a scenario that requires them to use modal expressions naturally. This can involve situations like requesting help, expressing opinions, or making suggestions.
- Role-playing provides a dynamic and engaging way to practice using modal expressions in a simulated real-world context.

Conclusion

The proposed system of exercises offers a practical and multifaceted approach to strengthening learners' knowledge of modality in the Uzbek language. By incorporating various activities that cater to different learning styles, this system can effectively enhance learners' ability to identify, understand, and use modal expressions accurately and appropriately in their Uzbek communication.

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Actual problems of inclusive teaching

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Annotatsiya: Ushbu maqola inklyuziv ta'limning dolzarb muammolariga bag'ishlangan bolib zamonaviy jamiyatning dolzarb ijtimoiy-pedagogik va demografik muammolari yechimlarini korib chiqadi.

Kalit so'zlar: Globallashuv, inklyuziv o'qitish, o'qitish muammolari, metodlar

In the era of globalization, the issue of education stands out among others. If about a century ago education was not available for such social groups as black-skinned, peasants, females and people with disabilities, today this bound is erased totally. Nowadays everyone is able to get education regardless their skin color, gender, social status and physical or mental state. There are now hundreds of new methods and approaches in modern education aimed at different types of learners, but still educating handicapped children is one of the immense and actual socio-pedagogical and demographic problems of modern society.

According to United Nations Organization, there are approximately 450 million people with disrupted physical and mental development in the world. It's about 1/10 population of the Earth (about 200 million of them are invalid children and this number proceeds growing). "Disability in children means a significant limitation of life, it contributes to social disadaptation, which is due to developmental disabilities, difficulties in self-service, communication, education, mastery of future professional skills."^[1]

Despite numerous researches and considerable experience in the field of educating disabled children, there are still number of factors precluding handicapped children from obtaining proper education. In this article we will try to take a close look at these issues.

Negative attitude and segregation on the part of the surrounding are one of the main problems. Disabled students are tend to be bullied and stereo typically criticized among their peers, other students and sometimes even by teachers what consequently serves as a strong demotivation to study and attend school. "Lack of

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