

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS**

**TA'LIM VAZIRLIGI**

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**INGLIZ TILI VA ADABIYOTI KAFEDRASI**

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# **KURS ISHI**

**Mavzu:** The conception of Modality

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## INTRODUCTION

The government of Uzbekistan have always been trying to support the youth, give them a chance to develop, raise. Year by year the conditions of living are rising, the mind and knowledge of the citizens are becoming wider. Especially, after gaining independence there were created a lot of opportunities for people; appeared new ways of communicating with foreign countries, to make business, to study. This demanded from the people to learn foreign languages. As English is spoken around the world, the person who wants to work with foreigners needs to master this language.

In our country, especially, the importance of foreign languages is increasing to high extent, thus the Decree of the President of the Republic of Uzbekistan from December 10, 2012 "On measures for further enhancement of the system of teaching of foreign languages"<sup>1</sup> was the essence of the country's reforms in the field of foreign language learning. Since the adoption of the system-generating decree all the work in this area has been intensified and major reforms in modernization of teaching foreign languages at all levels of continuous education have started. In 2013, on the initiative of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan the work on developing a set of learning materials for foreign languages meeting international requirements has been launched. A group of English language teachers from all over the Republic developed truly innovative language learning manual that meets newly established requirements.

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<sup>1</sup> Karimov I.A. "Chet tillarni o'rganish tizimini yanada takomillashtirish chora tadbirlari to'g'risida" PK-1875, Xalq so'zi, 2012, 11 dekabr, 1-bet

A word is a main and central unit of language. Learning most of the facets and occurrences in any language are based on the analysis of words. A word-stock of any language includes all the words in the language. In order to get a more or less idea of the word-stock of any language, it must be presented as a system, the elements of which are interconnected, interrelated and yet independent. A special branch of linguistic science - lexicology - has done much to classify vocabulary.

The course work is an attempt to explore the usage of modals in the Uzbek and English language. The aim of the work is to give some contribution to modals identification and interpretation and to find out their functions in speech as well as writing. The aim of this research is based on detailed study in order to investigate modals in the Uzbek and English languages.

According to this general aim the following particular tasks are put forward:

- 1.To give deep view of various types of modals
- 2.To analyze the contextual features of the modals in the Uzbek and English languages
- 3.To compare modals of possibility and certainty profoundly with various examples in both languages

## **THE CONCEPTION OF MODALITY**

Human thinking appears as a result of the world perception and it is closely connected with language - the primary means of its expression. The category of modality is the category of language and presents in itself the judgement concerning the reality or the statement related to its ties and phenomena. In general, modality can be defined as the speaker`s attitude to the content of his statement and the relation of the content of the statement to the reality.

The speaker's judgment may be of different kinds, that is, the speaker may express various modal meanings. Modal verbs unlike other verbs, do not denote actions or states, but only show the attitude of the speaker towards the action expressed by the infinitive in combination with which they form compound modal predicates. These modal verbs may show that the action (or state, of process, or quality) is viewed by the speaker as possible, obligatory, doubtful, certain, permissible, advisable, requested, prohibited, ordered etc. Modal verbs occur only with the infinitive.

English modality can be expressed not only by modal verbs. Modality can be expressed by different linguistic means. In actual speech all forms expressing modality work together to make the meaning clear. But in every case there is some leading form that expresses the main attitude.

These forms fall into four categories: phonetic (intonation), grammatical (mood), lexico-grammatical (modal verbs) and lexical (modal words and phrases). But the most important from them is the third form which includes modal verbs.

It is important to take into consideration one more feature peculiar to modal verbs. Modality is a category of linguistic having to do with the expression of possibility and necessity.

Modality is concerned with the speaker's assessment of or attitude towards the potentiality of a state of affairs. Modality therefore relates to different words. Assessments of potentiality must be right related to the world of knowledge and reasoning.<sup>1</sup>

### Types of modals

Modals include modal verbs, semi-modal verbs (also called marginal modals) and other modal expressions. They combine with main verbs and modify their meanings. A modal may have several different meanings, while similar meanings may be expressed by using different modals:

He can't be at home; I've just met him. (deduction)

Unless you finish your homework, you can't go to the cinema. (prohibition)

Can I help you? (offer)

### *Modal verbs*

The modal verbs (or modal auxiliary verbs) are: can, could, may, might, will, shall, would, should and must. Modal verbs always come first in a verb phrase and are followed by a bare infinitive. When used with a perfect infinitive, modal verbs usually refer to past time:

I could hear the dog barking outside. (modal + simple bare infinitive)

You must be joking. (modal + continuous bare infinitive)

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<sup>1</sup>Palmer, F. R. Mood and Modality, Cambridge University Presents, 2001, p. 33

He may have caught the train. (modal + perfect bare infinitive)

You must have been waiting for hours. (modal + perfect continuous bare infinitive)

### *Semi-modal verbs*

The semi-modal verbs (or marginal modals) are: dare, need, used to and ought to. They behave similarly to modal verbs but also share some characteristics with main verbs:

How dare she criticise us? (as a modal verb, the interrogative formed without do)

He didn't dare to look back. (as a main verb, followed by a to-infinitive and the negative formed with do)

Need you make so much noise? (as a modal verb, the interrogative formed without do)

You needn't have been so rude. (as a modal verb, the perfect infinitive used to refer to past time)

Do you need to use the hairdryer? (as a main verb, followed by a to-infinitive and the interrogative formed with do)

They used to live by the sea. (unlike a modal verb, followed by a to-infinitive)

You ought to know that by now. (unlike a modal verb, followed by a to-infinitive)

### *Other modal expressions*

Besides modal verbs and semi-modal verbs, there are other expressions which can express modal meanings. Some of these are formed with be:

be able to, be allowed to, be about to, be bound to, be going to, be likely to, be obliged to, be supposed to etc.

Other expressions that carry modal meanings are: be to, had better, have (got) to, would rather.

Modality is expression of speaker's attitude to what his utterance denotes. The speaker's judgment may be of different kinds, that is, the speaker may express various modal meanings. Modal verbs unlike other verbs, do not denote actions or states, but only show the attitude of the speaker towards the action expressed by the infinitive in combination with which they form compound modal predicates. These modal verbs may show that the action (or state, of process, or quality) is viewed by the speaker as possible, obligatory, doubtful, certain, permissible, advisable, requested, prohibited, ordered etc.

Modal verbs occur only with the infinitive. This or that meaning is to a great degree determined by communicative type of the sentence and the form of the infinitive. That is a huge problem for foreign learners of English, who make a great deal of mistakes in this field.

A modal verb such as would has several varying functions; it can be used, for example, to help verbs express ideas about the past, the present and the future. It is therefore wrong to simply believe that "would is the past of will": it is many other things. English modality can be expressed not only by modal verbs.

There are many ways to express it – generally Mood shows the relation between the action expressed by the predicate verb and reality. The speaker establishes this relation. The speaker's attitude towards the action if the sentence may be expressed in different ways:

1. By one of the mood forms that serve to show whether the action is represented as a real fact or as problematic, or unreal, this form of expression is found in every sentence because it is indispensable to predication.
2. By modal verbs which represent an action as necessary or unnecessary, possible or impossible, certain or doubtful and the like. But modal verbs need

not be used in every sentence and are, therefore, to be regarded as an additional means of expressing the speaker's attitude towards the action in the sentence.

3. By attitudinal adverbs such as certainly, perhaps, probably, luckily, unfortunately, etc. They express different degrees of certainty on the part of the speaker of the desirability of the action from his point of view.<sup>1</sup>

### *Modals and their function in the English language*

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English.

They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

A modal verb is a type of verb that is used to indicate modality – that is, likelihood, ability, permission, and obligation.

Examples include the English verbs *can/ could* , *may /might, must, will /would*, and *shall/should*. In English and other Germanic languages, modal verbs are often distinguished as a class based on certain grammatical properties.

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<sup>1</sup> A Short Overview of English Syntax (Rodney Huddleston)

In English, main verbs but not modal verbs always require the auxiliary verb do to form negations and questions, and do can be used with main verbs to form emphatic affirmative statements. Neither negations nor questions in early modern English used to require do. This table shows the difference between simple verbs and modal verbs:<sup>1</sup>

	normal verb	modal verb
affirmative	he works	he can work
negation	he does not work	he cannot work
emphatic	he does work hard	he can work hard
question	does he work here?	can he work at all?
negation + question	does he not work here?	can he not work at all?

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1. <sup>1</sup> Murphy R.: *English Grammar in Use*. Cambridge: Cambridge University Press, 2006.

Some other English verbs express modality although they are not modal verbs because they are not auxiliaries, including want, wish, hope, and like.

All of these differ from the modals in English (with the disputed exception of ought (to) in that the associated main verb takes its long infinitive form with the particle to rather than its short form without to, and in that they are fully conjugated. A modal auxiliary verb gives information about the function of the main verb that it governs.

Modals have a wide variety of communicative functions, but these functions can generally be related to a scale ranging from possibility ("may") to necessity ("must"), in terms of one of the following types of modality:

- epistemic modality, concerned with the theoretical possibility of propositions being true or not true (including likelihood and certainty)
- deontic modality, concerned with possibility and necessity in terms of freedom to act (including permission and duty)
- dynamic modality, which may be distinguished from deontic modality, in that with dynamic modality, the conditioning factors are internal – the subject's own ability or willingness to act

The following sentences illustrate epistemic and deontic uses of the English modal verb *must*:

- epistemic: You *must* be starving. ("It is necessarily the case that you are starving.")
- deontic: You *must* leave now. ("You are required to leave now.")

An ambiguous case is You *must* speak Spanish. The primary meaning would be the deontic meaning ("You are required to speak Spanish.") but this may be intended epistemically ("It is surely the case that you speak Spanish.") Epistemic

modals can be analyzed as raising verbs, while deontic modals can be analyzed as control verbs.

Epistemic usages of modals tend to develop from deontic usages. For example, the inferred certainty sense of English *must* developed after the strong obligation sense; the probabilistic sense of *should* developed after the weak obligation sense; and the possibility senses of *may* and *can* developed later than the permission or ability sense. Two typical sequences of evolution of modal meanings are:

- internal mental ability → internal ability → root possibility (internal or external ability) → permission and epistemic possibility
- obligation → probability

Modals include modal verbs, semi-modal verbs (also called marginal modals) and other modal expressions.

They combine with main verbs and modify their meanings. A modal may have several different meanings, while similar meanings may be expressed by using different modals.

Hawaiian Creole English is a Creole language most of whose vocabulary, but not grammar, is drawn from English. As is generally the case with Creole languages, it is an isolating language and modality is typically indicated by the use of invariant pre-verbal auxiliaries.

#### Modal Verbs in Negative Sentences

Subject + Modal Verb + not + Verb (base form of the infinitive)

You *must not* walk on the grass. (= You mustn't walk on the grass.)

He *cannot* speak Arabic. (= He can't speak Arabic.)

We *should not* be late. (= We shouldn't be late.)

As you can see in the examples above, contractions of the Modal verb + not are normally possible.

The negative of can is cannot ('not' is joined to 'can') and the contraction is can't

### Modal Verbs in Questions

Modal Verb + Subject + Verb (base form of the infinitive)

*May* I help you?

*Can* I have another piece of cake please?

Would you like to come with us?

The invariance of the modal auxiliaries to person, number, and tense makes them analogous to modal auxiliaries in English.

However, as in most creoles the main verbs are also invariant; the auxiliaries are distinguished by their use in combination with (followed by) a main verb.

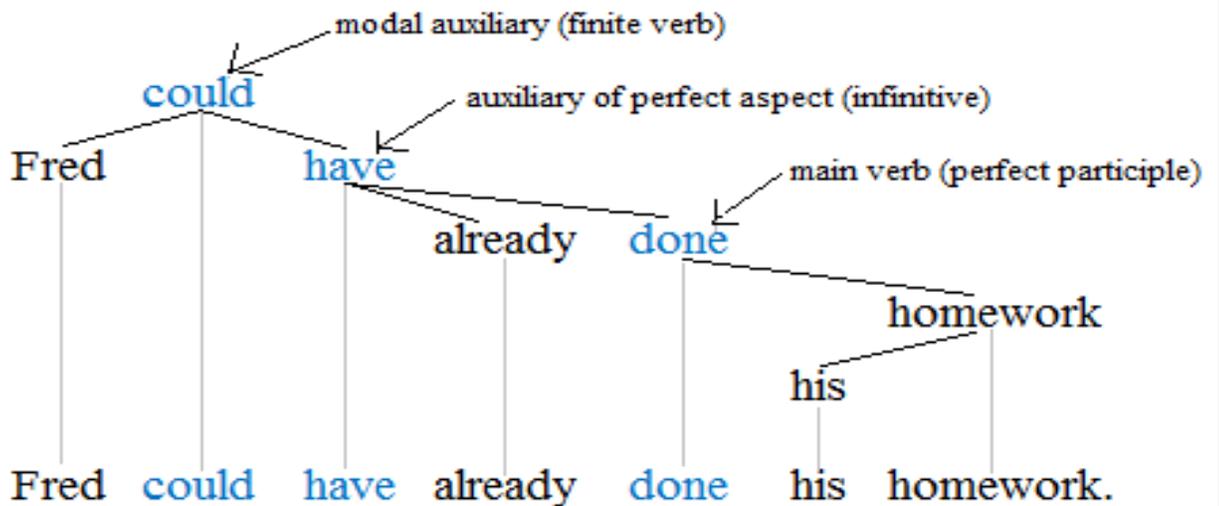
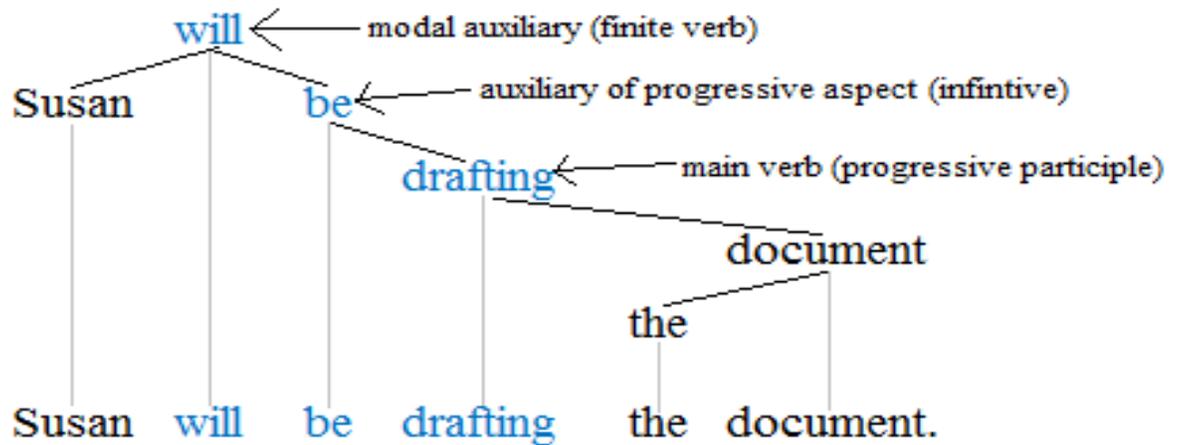
There are various preverbal modal auxiliaries: *kaen* "can", *laik* "want to", *gata* "have got to", *haeftu* "have to", *baeta* "had better", *sapostu* "am/is/are supposed to".

Modals in English form a very distinctive class of verbs. They are auxiliary verbs like *be*, *do*, and *have*, but they are defective as they cannot be inflected like these other auxiliary verbs. ex: *have* → *has* vs *should* → *should* *do* → *did* vs *may* → *mayed*, etc. In clauses that contain two or more verbs, any modal that is present appears as the left-most verb in the verb catena (= chain of verbs). What this means is that the modal verb is always finite (although it is, as stated, never inflected).<sup>1</sup>

In the syntactic structure of the clause, the modal verb is the clause root. The following dependency grammar trees illustrate the point:

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<sup>1</sup> Bybee, Joan; Perkins, Revere; and Pagliuca, William. *The Evolution of Grammar*, Univ. of Chicago Press, 1994



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The verb catenae are in blue. The modal auxiliary in both trees is the root of the entire sentence. The verb that is immediately subordinate to the modal is always an infinitive. The fact that modal auxiliaries in English are necessarily finite means that within the minimal finite clause that contains them, they can never be subordinate to another verb, ex:

<sup>1</sup> www.engvid.com

- a. Sam *may have done* his homework. - The modal auxiliary *may* is the root of the clause.\*Sam has may done his homework. - The sentence fails because the modal auxiliary *may* is not the root of the clause.
- b. Jim will be helped. - The modal auxiliary *will* is the root of the clause.
- c. Jim is will be helped. - The sentence fails because the modal auxiliary *will* is not the root of the clause.

This trait of modal auxiliaries has motivated the designation *defective*, that is, modal auxiliaries are defective in English because they are so limited in their form and distribution.

One can note further in this area that English modal auxiliaries are quite unlike modal verbs in closely related languages. In German, for instance, modals can occur as non-finite verbs, which means they can be subordinate to other verbs in verb catenae; they need not appear as the clause root.<sup>1</sup>

Modal verbs are used in conjunction with verbs to express their function. Examples are permission, obligation, lack of necessity, possibility, ability, prohibition, advice and probability. You must remember that modal verbs are followed by an infinitive but without the word “to”.

Must in the last sentence is an example of a modal verb. Modal verbs are different from other auxiliary verbs as they cannot stand alone in a sentence. They should always be followed by the base verb word (infinitive) like, play, work, run, and eat.

Conjugated verbs such as: likes, played, working, ran and eats do not work with modal verbs.

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<sup>1</sup> Walter W. Skeat, The Concise Dictionary of English Etymology (1993)

There are several examples of modal verbs: can, could, may, might, will, would, shall, should, must, ought to.

Can (or cannot/can't) shows ability, in the sense of knowing how or being able to do something. In informal situations, it expresses permission, in the sense of being allowed to do something.

It also shows possibility, in the sense that an action is theoretically possible. It expresses or inquires about willingness.

Lastly, in the negative, it shows inability or impossibility.

Ex: I *can* do whatever I want.

Could (or couldn't) shows ability in the past, and expresses or inquires about permission or willingness in a more polite form.

It also identifies a possibility in the present, or a possibility in the future that is dependent upon a present action. Lastly, it can be used to make requests or for giving suggestions.

Ex: I *could* play piano when I was young

May is used in formal situations to express permission, in the sense of being allowed to do something. It also expresses possibility in the present and future.

Ex: You *may* come into the classroom.

Might is used in formal situations, and also to express permission in the sense of being allowed to do something.

It also expresses possibility in the present, future, and past.

Ex: It *might* rain tomorrow.

Will (or won't) shows willingness or interest, expresses intention, and makes predictions. It is also used to reassure someone or help them make a decision, to make a semi-formal request, to show habitual behavior, to make a promise or a threat, and to talk about the future or the past with certainty.

Ex: I *will* be in London one day in the future

Would (or wouldn't) enquires about willingness, shows habitual activity, comments on someone's characteristic behavior, comments on a hypothetical possibility, and comments on a likely truth.

It also is used for asking permission, making a request, and to express preferences.

It can be used to talk about the past, talk about the future in the past, or to talk about a situation that is dependent upon another action.

Ex: It *would* be great if you agreed to my proposal.

Shall is used in England, to form the simple present for I and we, and to indicate a promise in the future.

It's used in the United States to form polite questions that include a polite request for permission, and universally in formal or legal situations.

It can also be used for offering someone help, for suggestions, or for asking what to do.

Ex: I *shall* do all hometasks on time.

Should (or shouldn't) conveys the idea of an obligation or makes a suggestion.

Ex: You *should* have a rest.

Ought to is used in the same situations as should, but with a stronger sense of obligation or intensity.

Ex: You *ought to* go doctor right now.

Must (or mustn't) makes a conjecture, but with some certainty. It also makes a command in a more respectful way, and it is used in similar contexts to should and ought to, but with a sense of external obligation. It can also express prohibition in the negative form.

Ex: You *must* wear a uniform here.

### *Modals in passive voice*

- The places of subject and object in sentence are inter-changed in passive voice.
- 3rd form of verb (past participle) will be used only (as main verb) in passive voice.
- To change sentences having present/future modal into passive voice, auxiliary verb “be” is added after modal in sentence.

#### Passive voice for Present/Future Modals

“CAN, MAY, MIGHT, SHOULD, MUST, OUGHT TO”

Auxiliary verb in passive voice: be<sup>1</sup>

Active voice: CAN

She can play a violin.

She cannot play a violin.

Can she play a violin?

Passive voice: CAN BE

A violin can be played by her.

A violin cannot be played by her.

Can a violin be played by her?

Active voice: MAY

I may buy the computer.

I may not buy the computer.

May I buy the computer?

Active voice: MAY BE

The computer may be bought by me.

The computer may not be bought by me.

May the computer be bought by me?

Active voice: MIGHT

Guests might play chess.

Guests might not play chess.

Active voice: MIGHT BE

Chess might be played by guests.

Chess might not be played guests.

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<sup>1</sup> Sakoda, Kent, and Jeff Siegel, *Pidgin Grammar*, Bess Press, 2003.

Active voice: SHOULD

Students should study all lessons.

Students should not study all lessons.

Should students study all lessons?

Active voice: SHOULD BE

All lessons should be studied by students.

All lessons should not be studied by students.

Should all lessons be studied by students?

Active voice: MUST

You must learn the test-taking strategies.

You must not learn the test-taking strategies.

Active voice: MUST BE

Test-taking strategies must be learnt by you.

Test-taking strategies must not be learned by you.

Active voice: OUGHT TO

They ought to take the examination.

Active voice: OUGHT TO BE

The examination ought to be taken by them.

The types of modal verbs are given below :

### *Ability*

Modal verbs such as can and could to talk about skill and ability.

Example – 1. She *can* speak English.

2. I *couldn't* open the window.

### *Obligation And Advice*

We use modal verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

Example – 1. I *had to* wear a school uniform when I was a child.

2. You *shouldn't* smoke so much.

### *Permission*

Modal verbs such as can, could and may to ask for and give permission.

They are also used to say, something is not allowed.

Example – 1. You *may* not use the laptop today.

2. *Can* I leave early today?

### *Habits*

You can talk about will and would to talk about habits that have been a part of you since a very long time or you will be doing them in near future.

Example – 1. She *will* always be late.

2. We *would* often go out for party on Saturdays

## **THE MODALS OF POSSIBILITY AND CERTAINTY IN THE ENGLISH LANGUAGE**

Modals to express possibility: MAY, MIGHT, CAN, COULD

Present and future

May and might + infinitive are used to express present or future possibility. May expresses a greater degree of certainty:

➤ You *should* ask him. He *may/might* know Susan's telephone number. (Perhaps he knows her number.)

I *may/might* see you later. (Perhaps I will see you later.)

You *should* introduce yourself; he *may/might not* remember you. (Perhaps she doesn't/won't remember you.)

May and might are usually not used to introduce a question. Instead, we can use Do you think? or be likely to/that:

➤ Do you think he *may/might* know Susan's telephone number?

Are you likely to get here before 8?

Is it likely that you will get here before 8?

*Could* can be used instead of may and might with the verb be:

➤ You *could* be right.

They *could* still be waiting for us.

The negative form couldn't is often used with comparative adjectives:

The food is delicious, and the staff *couldn't be* more polite. (they are very polite)

Except for this use, couldn't expresses negative deduction, not possibility: It's only 10 o'clock. He *couldn't be* at home. (He is usually at work at this time of the day.)

*Can* may express general possibility:<sup>1</sup>

Winters in Minnesota *can be* really cold.

Past

May, might and could + perfect infinitive express uncertainty with reference to past actions:

We haven't heard from him for ten years. He *may/might/could* have died. (Perhaps he has died, but we don't know.)

But when we want to say that something was possible but did not happen, we use might or could:

He was very careless when crossing the road. He *might/could* have died. (He didn't die.)  
I *could* have caught the bus if I had hurried. (I didn't hurry, so I didn't catch the bus.)

Couldn't + perfect infinitive is often used with comparative adjectives:

It was a great year, and *I couldn't* have been happier. (I was very happy)

May/might not + perfect infinitive is used for uncertainty, but could not + perfect infinitive (except for the case above) expresses deduction:

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<sup>1</sup> Leech G., Cruickshank B., Ivanic R.: *An A-Z of English Grammar & Usage*. Harlow: Longman, 2004.

I had better call Anne. She *may/might not* have read my e-mail. (uncertainty)  
It *couldn't have been* John you saw this morning. He is away on holiday. (deduction)

### Degrees of Possibility

There are a lot of overlapping areas and while one person could use might, another could use may. People don't always agree on the degree of possibility so there's often more than one choice to be made.

*Far removed possibility* (imagining things)

That *would be* awesome!

I *wouldn't* dream of it!

Often these are for flights of fancy; imagine yourself shivering outside in the rain while you're waiting for a bus. You might turn to your friend and say:

*Wouldn't* it be nice to be lying on a beach in Cuba now?

And then a car passes and splashes water over you.

*Real possibility*

Here you're talking about something which could happen. It's a genuine possibility.

It can get very tense in some of these meetings.

The Cowboys *may* win but with their quarterback injured I'm not so sure...

Here *may* show a lesser degree of possibility compared to *can*.

### EXPRESSING CERTAINTY

We use *must* to express that something is necessary true or logically true:

Nobody is answering the phone. They *must* be out.

We use *can't* to express that something is logically impossible:

That man *can't* be Peter. He is in London.

Be bound + to-infinitive is used to refer to future events which are certain or very likely to happen:

Kevin is stuck in a traffic jam, so he *is bound to* be late.

### ASKING AND ANSWERING WITH CERTAINTY OR UNCERTAINTY:<sup>1</sup>

We can ask and answer questions with certainty or uncertainty.

- A certain question can have an uncertain answer:

*Does she eat seafood? She may (do). She might (do). She could (do).*

- An uncertain question can have a certain answer:

*Can she still be hungry? Yes, she is.*

- We use *be* and *have been* to answer questions with *be*:

*Is he crying? He may be.*

*Was he crying? He may have been.*

- Answering ‘Wh’ questions with certainty & uncertainty:

What is her name? *It's Kelly. (certain) It may/might be Kelly. (uncertain)*

What was her name? *It was Kelly. (certain) It may/might have been Kelly. (uncertain)*

As you can see, expressing possibility is not exactly mission impossible. Asking and answering questions with certainty or uncertainty isn't that difficult either.

Modality is concerned with the speaker's assessment of or attitude towards the potentiality of a state of affairs. Modality therefore relates to different languages.

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<sup>1</sup> Li, Charles N and Sandra A. Thomson, *Mandarin Chinese: A Functional Reference Grammar*, 1989.

## THE MODALS OF POSSIBILITY AND CERTAINTY IN THE UZBEK LANGUAGE

In the Uzbek language modality can be defined as the speaker`s attitude to the content of his statement and the relation of the content of the statement to the reality similar to the English language.

For example: Vatanimiz kelajakda, albatta, buyuk davlat bo'ladi.

The word albatta express belief and certainty to the content and denotes the speaker's attitude to his statement.

Modals in the Uzbek language comes from certain parts of speech .

Ex :

From nouns - ehtimol, chamasi, mazmuni, aftidan,

From adjectives - shaksiz, shubhasiz, rosti, to'g'risi,

From adverbs - albatta, rostdan, avvalo,

From pronouns - o'zidan-o'zi, har qalay

We may differentiate them in context.

Ex:

*To'g'risi*, bugun juda charchadik (modality)

Gapning to'g'risini aytgin (adjective)

Yurtimiz kelajagi, *o'z-o'zidan*, yoshlar qo'lida (modality)

Bu savollarga javobni u o'z-o'zidan so'radi. (pronoun)

Mazmuni, u hamma ishlarni bajargan (modality)

U gapning mazmuniga tushunmadi. (noun)

U bo'lib o'tgan voqealarni rostdan aytdi (adverb)

Rostdan, u hamma gapni aytib berdi (modality)

The modals of possibility and certainty may be another part of speech in addition to their modality<sup>1</sup>

Ex :

- Ertaga yomg'ir yog'ishi ehtimol (noun)
- *Ehtimol*, ertaga yomg'ir yog'adi (modality)
- Musobaqada g'olib chiqishimiz shubhasiz (adjective)
- *Shubhasiz*, musobaqada g'olib chiqamiz (modality)

There are 6 types of modals in the Uzbek language:<sup>2</sup>

1. Certainty modals: Albatta, haqiqattan, darhaqiqat, so'zsiz.
2. Possibility: Ehtimol, chamasi, aftidan, shekilli.
3. Regret: attang, afsus, ajabo.
4. Sequence of events: avvalo, birinchidan, ikkinchidan
5. Generalizing modals: xullas, demak, umuman
6. Prohibition : aslo, mutlaqo.

Examples:

- Yurtimiz, albatta, kelajakda buyuk davlat bo'ladi (certain meaning)
- Ehtimol, ertaga yomg'ir yog'adi (possibility)
- Attang, shu ishni xato qildim (regret)
- Avvalo, o'z vataningni qadrini bilgin keyin o'zga yurtlar haqida orzu qil (sequence)
- Xullas, hammasi yaxshilik bilan tugadi (in general)
- Aslo, Bu ishingni hech qachon kechirmayman (prohibition)

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<sup>2</sup> A.Nurmonov, N.Qosimova "Hozirgi o'zbek adabiy tili" Toshkent "ILM-ZIYO" nashriyoti 2013

## COMPARATIVE ANALYSES OF THE MODALS IN TWO LANGUAGES

In the light of aforementioned we know that Modality is expression of speaker's attitude to what his utterance denotes. The speaker's judgment may be of different kinds, that is, the speaker may express various modal meanings in various languages. Below There is a comparison between the Uzbek and English languages.

Expression of modality in the Uzbek language can be compared with the English language and they have both similarities and differences.<sup>1</sup>

### *Similarities:*

- **Meaning:** In both languages modality can be defined as the speaker's attitude to the content of his statement and the relation of the content of the statement to the reality.

Ex: *Avvalo*, o'qish haqida yaxshiroq o'ylash kerak (sequence of event)

*Afsus*, Yoshligini behuda ishlar bilan o'tkazdi (regret)

Unless you finish your homework, you *can't* go to the cinema. (prohibition)

*Can* I help you? (offer)

If I really want something, I *can* do it (ability)

- **Types:** Modals have similar types both in the Uzbek and English language. For example: Modals of possibility and certainty can be found in both languages.

Ex: It *may* rain tomorrow (possibility)

*Ehtimol*, ertaga yomg'ir yog'adi. (possibility)

U imtihonga yaxshi tayyorlandi. Albatta yaxshi natijaga erishadi (certainty)

She prepared well for her exams. She must pass them (certainty)

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<sup>1</sup> O'zbek tilidan universal qo'llanma B.Mengliyev, O'.Xoliyorov Toshkent "Akademnashr" 2011

*Differences:*

- Punctuation : In the English language modals should be followed by verbs and there is no need to put coma, whereas in the Uzbek language coma should be put from two sides of modals.

Ex:

Everyone *should* think before doing something.

Bir ishni qilishdan oldin, *avvalo*, o'ylab ko'r.

I *could* run 1 meters within several minutes when I was young .

Astoydil harakat qilsang, *albatta*, ko'zlagan natijangga erishasan.

- linguistic means: In the English language the speaker's attitude towards the action may be expressed in different ways: By one of the mood forms, By modal verbs, By attitudinal adverbs such as certainly, perhaps. In the Uzbek language modality can be expressed by means of special words including ehtimol, balki, shubhasiz and ect.

Ex:

I will *exactly* go abroad to continue my further education next year (modality expressed by means of adverb)

Men ,albatta, barcha orzularimga erishaman (modality expressed by means of special word)

He cannot speak Arabic (modality expressed by means of modal verb)

## CONCLUSION

People have compared learning a language to learning a new way to think. While some people learn a different language because of a practical need, many others learn a language because of interest or because they want a challenge. However, it is impossible to acquire the language without gaining grammar including relative clauses. Some languages can be extremely hard to learn, but once they are learned they benefit you greatly. Language is what makes us human. It is how we share our thoughts with the world.

A world without language is unthinkable, without it there would be no way to communicate and express ourselves. The more language you know, the more ways you have to communicate and express yourself. This is why learning many languages should be important, and one language simply won't do.

English is a language with limited verb agreement morphology, the vestiges of what was a full-blown agreement system in Old English. English verb clusters divide into those of the primary pattern and those of the secondary pattern, the former being all and only those not incorporating a secondary auxiliary.

As English is spoken around the world, the person who wants to deal with foreigners need to master this language. To be consistent in his use of English and, more importantly, to be understood, the non-native speaker needs to know which words have distinct meanings and pronunciations.

In the light of aforementioned we may say that there are mainly 3 types of modality in the English language : epistemic modality, deontic modality, dynamic modality. The difference between them are given above .

Before carrying the research about modals I did not know much about the types, functions and importance of modals in our speech. Generally, modality can be defined as one's attitude to the content of their statement.

To summarize, I found out that modal verbs may show that the action is viewed by the speaker as possible, obligatory, doubtful, certain, permissible, advisable, requested, prohibited, ordered and etc.

The expression of modality can be given by means of mood , some of the adverbs and modal verbs in the English language, meanwhile there are only some special words to express modality in the Uzbek language. In everyday life we come across to different phenomena and our judgment may be of different kinds . Regarding to this there are various types of modals to show our attitude towards them.

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