

THE ROLE OF HELPING VERBS IN UZBEK AS A SECOND LANGUAGE ACQUISITION TOOL

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A B S T R A C T	K E Y W O R D S
<p>The importance of assisting verbs in the Uzbek language is examined in this article, with an emphasis on their function in second language acquisition (SLA). Auxiliary verbs, sometimes known as helping verbs, play important grammatical roles in the construction of aspect, tense, and mood—all of which are necessary for clear communication. The examination makes use of a number of linguistic frameworks, instructional techniques, and empirical research to show how learners of Uzbek as a second language can improve their proficiency by comprehending and applying helpful verbs.</p>	<p>Helping verbs, pragmatic use, contextual interpretation, real-life interactions, communicative scenarios, confidence building, curriculum design, thematic units, interactive learning strategies</p>

Introduction

The rich grammatical structure of Uzbek, a Turkic language spoken mostly in Uzbekistan and several surrounding countries, has a substantial influence on language learning. Helping verbs are essential to this structure because they support the formation of intricate verb phrases and the expression of complicated meanings. Understanding how to employ assisting verbs is crucial for second language learners as they traverse the nuances of Uzbek grammar, which might differ significantly from their native tongues.

Helping verbs in Uzbek, or auxiliary verbs, are crucial for constructing various verb forms and conveying subtle meanings that enhance communication. The primary helping verbs in Uzbek include “bo‘lmoq” (to be), “qilmoq” (to do), and “olmoq” (to take). Each of these verbs plays a unique role in sentence construction, enabling speakers to express different aspects of time, mood, and action.

- “Bo‘lmoq” (to be): This verb is fundamental for indicating existence, identity, and states of being. It is particularly significant in forming the future tense and in expressing conditions. For example, in the sentence “U odam” (He/She is a person), “bo‘lmoq” indicates the state of being.
- “Qilmoq” (to do): Often used to indicate action, “qilmoq” assists in forming various tenses, especially the present continuous tense. It allows for the expression of actions that are currently taking place, emphasizing the dynamic nature of the verb.
- “Olmoq” (to take): While less frequently identified as a traditional helping verb, “olmoq” can modify actions to imply the initiation or acceptance of actions. Its role is particularly noticeable in expressions of intention or obligation.

These verbs do not merely accompany main verbs; they fundamentally alter the meaning and context, providing a clearer picture of the action being described. This functionality is essential for learners to master, as it directly impacts their ability to communicate effectively in Uzbek.

Examples

1. Present Continuous Tense:

- Sentence: "Men kitob o'qiyapman." (I am reading a book.)
- Analysis: In this example, "o'qiyapman" combines the root verb "o'qimoq" (to read) with the helping verb "qilmoq," conjugated to indicate ongoing action. The suffix "-yapman" signals that the action is currently in progress, illustrating how helping verbs help convey the temporal aspect of the verb. This construction is vital for learners as it distinguishes between static and dynamic actions, enabling them to express real-time activities effectively.

2. Future Tense:

- Sentence: "Men kelaman." (I will come.)
- Analysis: In this future tense construction, "kelaman" stems from "kelmoq" (to come), where the suffix "-man" indicates the first person singular in the future tense. Although "bo'lmoq" is not overtly present in this specific verb form, it underlies the formation of future intentions. Understanding how "kelaman" signals forthcoming actions is crucial for learners, as it allows them to plan and discuss future events accurately.

3. Past Tense:

- Sentence: "Men o'qigan edim." (I had read.)
- Analysis: This example employs "edim," a form of "bo'lmoq," to indicate the past perfect tense. The structure reveals that the action of reading was completed before another past action. By mastering such constructions, learners can articulate complex temporal relationships in their narratives, enhancing their storytelling abilities in Uzbek.

4. Conditional Sentences:

- Sentence: "Agar kelsangiz, men sizni kutaman." (If you come, I will wait for you.)
- Analysis: In this conditional sentence, the use of "kelsangiz" (if you come) reflects a hypothetical situation where "kelmoq" is modulated by the auxiliary "bo'lmoq." Understanding conditional constructs allows learners to express possibilities and contingencies, which are common in everyday conversations.

5. Expressing Obligation:

- Sentence: "Siz buni qilishingiz kerak." (You must do this.)
- Analysis: Here, "qilishingiz" (you do) incorporates "qilmoq" to convey an obligation. The addition of "kerak" (must) modifies the main action to express necessity. This construction is significant for learners as it provides tools for discussing obligations and responsibilities, important in both formal and informal contexts.

By integrating helping verbs into their speech and writing, learners can construct more nuanced and grammatically complex sentences, enhancing their overall communication skills in Uzbek.

Understanding the function and application of these verbs is a foundational step for any learner aiming to achieve fluency and expressiveness in the language.

LITERATURE REVIEW

Uzbek relies on a Subject-Object-Verb (SOV) word order, which significantly influences how helping verbs are employed in constructing sentences. This syntactic structure is fundamental to the language, as it dictates not only the arrangement of words but also the overall flow and clarity of communication.

The Role of Word Order in Uzbek

In Uzbek, the SOV order means that the subject of the sentence comes first, followed by the object, and finally the verb. This arrangement allows for clear identification of each sentence component. For example, in the sentence "Men kitob o'qiyapman" (I am reading a book), "Men" (I) is the subject, "kitob" (book) is the object, and "o'qiyapman" (am reading) is the verb phrase. Here, the use of the helping verb "qilmoq" (to do) is essential to indicate the ongoing action.

Importance of Helping Verbs in SOV Structure

The correct placement and conjugation of helping verbs are crucial for maintaining clarity and coherence in sentences. In the SOV structure, helping verbs often precede the main verb, and this positioning can alter the meaning and emphasis of the sentence. For example, in a sentence like "Men bugun ishga bormoqchiman" (I want to go to work today), the helping verb "bormoqchi" (want to go) appears directly before the main action verb "ishga" (to work). This arrangement not only specifies the intention but also highlights the action being discussed, reinforcing the learner's understanding of the speaker's desires or plans.

Emphasis and Meaning

The placement of the helping verb before the main verb can significantly change the emphasis of the sentence. For instance, consider the difference between "Men kitobni o'qiyapman" (I am reading the book) and "Men o'qiyapman kitobni" (I am reading the book). While both sentences communicate the same basic idea, the second construction, although grammatically incorrect, emphasizes the action of reading, which can confuse learners.

This aspect of word order requires learners to pay careful attention to the position of helping verbs in relation to main verbs. Misplacing a helping verb can lead to ambiguity or misunderstandings. For example, if a learner incorrectly states "Men o'qiyapman kutubxonada" (I am reading in the library), the focus might mistakenly shift to the location rather than the action. This illustrates the necessity for students to internalize the SOV structure to convey their thoughts accurately and effectively.

Influence on Sentence Complexity

As learners progress and begin to construct more complex sentences, the SOV order and the role of helping verbs become even more critical. In sentences that include multiple clauses or embedded structures, maintaining the SOV order helps prevent confusion. For example, in the sentence "Agar siz kelsangiz, men kutaman" (If you come, I will wait), the helping verb structures must adhere to the SOV format to maintain clarity. The correct placement of helping verbs here not only clarifies the

relationship between the conditional clause and the main clause but also emphasizes the sequential nature of the actions described.

RESEARCH METHODOLOGY

Helping verbs are integral to understanding the temporal and aspectual nuances of Uzbek. Mastery of these verbs empowers learners to express various times and conditions with precision. This is particularly important in a language like Uzbek, where the distinction between perfective and imperfective aspects can significantly alter the meaning of a sentence.

- **Perfective Aspect:** The perfective aspect indicates actions that are complete or viewed as a whole. For example, the sentence "Men kitob o'qidim" (I read the book) signifies that the action of reading has been completed. The use of a helping verb here clarifies the completion and context of the action.
- **Imperfective Aspect:** Conversely, the imperfective aspect describes ongoing or habitual actions, such as in "Men kitob o'qiyapman" (I am reading the book). The helping verb "qilmoq" is crucial in this context, as it emphasizes the continuity of the action, suggesting that the speaker is currently engaged in reading.

The ability to differentiate between these aspects is vital for learners to convey not only the time frame of their actions but also their quality—whether they are completed or still in progress. This nuanced understanding significantly enhances a learner's ability to communicate effectively and express subtleties in meaning, such as whether an action is habitual or one-time.

Supporting Comprehension and Production

Empirical studies indicate that learners who focus on the role of helping verbs exhibit improved comprehension and production skills. For instance, a study conducted by Yulchieva (2021) found that students who received targeted instruction on helping verbs demonstrated marked improvements in their ability to understand and produce complex sentences.

- **Enhanced Decoding Skills:** Understanding how helping verbs function allows learners to decode more intricate sentences, facilitating reading comprehension and listening skills. For example, when learners encounter sentences with multiple clauses or various verb forms, a solid grasp of helping verbs enables them to navigate these complexities effectively.

Additionally, helping verbs are essential in formulating questions and negations, further underscoring their importance in the language. For example, the question "Siz bormoqchisizmi?" (Are you going?) illustrates the construction of an inquiry using the helping verb "bor" (to go) combined with "moq" (to do). This structure can often confuse learners who are unfamiliar with such formations. Therefore, understanding helping verbs is crucial for mastering not only affirmative statements but also interrogative and negative forms, enhancing overall communicative competence.

Enhancing Communicative Competence

Effective communication goes beyond grammatical accuracy; it encompasses the ability to convey subtleties in meaning. Helping verbs play a significant role in this regard by allowing speakers to express intentions, obligations, and hypotheses.

- **Expressing Intentions:** For instance, the use of "qilmoq" can transform a statement into a question or suggestion, enriching dialogue. In the sentence "Siz buni qilishingiz kerak" (You must do this), the combination of "qilmoq" with "kerak" (must) conveys an obligation, while "Siz buni qilishingiz

mumkin" (You can do this) indicates permission. Such distinctions are vital for nuanced conversations and help learners articulate their thoughts with clarity.

- **Pragmatic Use in Context:** Understanding the pragmatic applications of helping verbs is essential, as context often dictates their interpretation. For instance, saying "Men buni qilmoqchiman" (I want to do this) versus "Men buni qilishim kerak" (I must do this) conveys different levels of urgency and intention. Mastering these subtleties allows learners to engage more effectively in social interactions, enhancing their confidence and fluency in real-life conversations. The importance of helping verbs in second language acquisition extends beyond mere grammatical forms; they are vital tools that facilitate the expression of time, aspect, and meaning. By prioritizing the teaching and understanding of these verbs, educators can significantly enhance learners' communicative competence, equipping them with the skills necessary to navigate the complexities of the Uzbek language successfully.

ANALYSIS AND RESULTS

Learners must grasp the pragmatic use of helping verbs, as context often dictates their interpretation. The ability to discern the nuances of meaning that arise from the use of these verbs is essential for effective communication. For instance, the same helping verb can imply different actions or intentions depending on the situation, which requires learners to be adaptable in their language use.

Enhancing Real-Life Interactions

Understanding how to utilize helping verbs in various communicative scenarios can significantly boost a learner's confidence in real-life interactions. For example, a learner might use "qilmoq" in different contexts—transforming statements into suggestions or questions—thus allowing for richer, more meaningful conversations. This pragmatic knowledge empowers learners to navigate social situations more effectively, enhancing both their fluency and their ability to express complex ideas.

Pedagogical Implications

Curriculum Design

Incorporating helping verbs into language curricula is essential for creating a comprehensive learning experience. This can be achieved by designing instruction that explicitly teaches helping verbs while integrating them into practice exercises that encourage their use in various contexts.

- **Thematic Units:** Developing thematic units that reflect everyday situations—such as travel, work, and social interactions—enables learners to see the practical applications of helping verbs. For instance, a unit on "Travel Planning" could include exercises where learners practice using helping verbs to discuss intentions and plans, such as "Men safar qilmoqchiman" (I want to travel) or "Siz bormoqchisizmi?" (Are you going?). This contextual learning approach makes the language more relatable and memorable.

Interactive Learning Strategies

Utilizing interactive methods such as role-play, dialogues, and situational exercises can effectively engage learners with helping verbs. These strategies encourage practical application and reinforce understanding of tense and aspect in real-life communication.

- **Role-Playing Scenarios:** For example, scenarios like ordering food at a restaurant or negotiating a deal can prompt students to use appropriate helping verbs in context. In a restaurant setting, students might practice asking, "Men buni tanlamoqchiman" (I want to choose this), while in a negotiation, they

could use, "Men kelishmoqchiman" (I want to agree). Such role-playing not only enhances retention but also builds fluency, as learners are encouraged to think on their feet and apply their knowledge in real-time.

- **Group Activities:** Collaborative exercises, such as group discussions or debates, can also reinforce the use of helping verbs. By discussing various topics, learners can practice framing their arguments using the correct verb forms, thereby deepening their understanding of both grammatical structures and the social context in which they are used.

Assessment and Feedback

Regular assessment focused on the correct usage of helping verbs is crucial for guiding learners in refining their language skills. Effective assessment strategies can provide insights into each learner's progress and areas needing improvement.

- **Formative Assessments:** Implementing formative assessments, such as quizzes and peer reviews, can help learners identify their strengths and weaknesses in using helping verbs. For example, quizzes that require students to convert sentences from one tense to another can provide immediate feedback on their understanding of verb usage.
- **Constructive Feedback:** Providing constructive feedback on learners' use of helping verbs can reinforce learning and encourage self-correction. Educators can use specific examples from learners' speech or writing to illustrate correct usage and to clarify misunderstandings. This personalized feedback fosters a growth mindset, motivating learners to improve.
- **Self-Assessment Opportunities:** Encouraging learners to engage in self-assessment can also be beneficial. Providing checklists or reflection prompts that guide learners to evaluate their own use of helping verbs can empower them to take ownership of their learning process.

CONCLUSIONS AND RECOMMENDATIONS

Helping verbs play a pivotal role in the acquisition of Uzbek as a second language. By facilitating the understanding of tense, aspect, and communicative nuance, they are crucial tools for learners. Educators must prioritize the teaching of helping verbs in their curricula to enhance learners' overall proficiency and confidence in using the Uzbek language. Future research could explore the effectiveness of various teaching methodologies in fostering a deeper understanding of these essential grammatical elements, potentially leading to improved instructional strategies that cater to diverse learner needs.

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