



**“FILOLOGIK KOMPARATIVISTIKA VA  
TARJIMASHUNOSLIK MASALALARI”**  
*mavzusidagi xalqaro ilmiy-amaliy konferensiya*  
*2025-yil, 12-13-noyabr*

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PHILOLOGY AND TRANSLATION  
STUDIES”**  
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Mazkur xalqaro konferensiya materiali filologik komparativistika va tarjimashunoslikning dolzarb nazariy hamda amaliy masalalarini zamonaviy ilmiy yondashuvlar asosida yoritishga bag‘ishlanadi. To‘plamda turli milliy adabiyotlar, tillar va madaniyatlar o‘rtasidagi o‘zaro ta’sir, adabiyotlararo aloqalar, qiyosiy-tipologik va qiyosiy-genetik tadqiqotlar, badiiy va maxsus matnlarni tarjima qilish muammolari, tarjima strategiyalari va ekvivalentlik masalalari tahlil qilinadi. Shuningdek, konferensiya materiallarida tarjima nazariyasining zamonaviy konsepsiyalari, tarjimon kompetensiyasini shakllantirish, tarjimoni o‘qitish metodikasi, madaniyatlararo kommunikatsiya hamda globallashuv sharoitida tarjimaning ijtimoiy-madaniy ahamiyati kabi masalalar keng yoritiladi. Ilmiy maqolalar filologik komparativistika va tarjimashunoslik sohalarida faoliyat yuritayotgan olimlar, tadqiqotchilar, doktorantlar, magistrantlar hamda talabalar uchun mo‘ljallangan bo‘lib, fanlararo integratsiyani kuchaytirishga hamda nazariya va amaliyot uyg‘unligini ta’minlashga xizmat qiladi.

*Mualliflar qarashi va asarlar nomlaridagi imlo tahririyat nuqtayi nazaridan farqlanishi mumkin.*

To‘plam Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti Ilmiy-texnik kengashining 2025-yil 17-dekabrda 6-sonli yig‘ilish qaroriga asosan nashrga tavsiya etilgan.

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**Shuhrat SIROJIDDINOV**

Academician

Rector of Alisher Navo'i Tashkent State University of Uzbek Language and Literature

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This international conference articles are dedicated to illuminating the current theoretical and practical issues in philological comparativistics and translation studies based on the modern scientific approaches. The collection analyzes of mutual influences between different national literatures, languages and cultures; interliterary connections; comparative-typological and comparative-genetic studies; the issues of translating literary and specialized texts; translation strategies and problems of equivalence. Furthermore, the conference materials extensively cover the topics such as: contemporary concepts in translation theory, the formation of a translator competence, methodologies for teaching translation, intercultural communication and socio-cultural significance of translation in the context of globalization. The given scientific articles are intended to scientists, researchers, doctoral students, master’s students and undergraduate students who actively working in the fields of philological comparativistics and translation studies and they serve to strengthen interdisciplinary integration as well as to ensure the harmony between theory and practice.

*The views expressed in the articles do not necessarily reflect those of the editorial board.*

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## FUNCTIONAL APPROACH TO TEACHING LANGUAGE

*Umida Pirnapasova,  
teacher of TSUULL*

**Abstract.** This article is about functional approach to language teaching – a modern way of teaching, which consists in the interaction of all participants in the educational process: teachers and students. Today, this method of teaching is widely used everywhere: in schools, universities, courses and trainings, because this technique is extremely effective not only in terms of gaining knowledge, but also in terms of the formation of personal skills and the development of the character of students. It is important that functional teaching methods can be applied to almost all types of training: in personal meetings in groups, on the Internet, by telephone. The article also examined the involvement of students in interactive activities in English classes. Incredible results can be obtained by interactively learning foreign languages.

**Keywords:** *functional approach, metalanguage, giving instructions, authentic tasks, case for interactive methods, lecturing, think-pair-share, discussion.*

**Annotatsiya.** Ushbu maqola funksional yondashuvga asoslangan til o‘qitish haqida bo‘lib, zamonaviy ta‘lim usuli sifatida ta‘lim jarayonidagi barcha ishtirokchilarning – o‘qituvchi va talabalarning – o‘zaro hamkorligiga tayangan holda olib boriladi. Bugungi kunda bu usul maktablarda, universitetlarda, kurslar va treninglarda keng qo‘llanmoqda, chunki ushbu texnika nafaqat bilim olishda, balki shaxsiy ko‘nikmalarni shakllantirishda va talabalarning xarakterini rivojlantirishda ham juda samarali hisoblanadi. Muhimi, funksional o‘qitish usullari deyarli barcha turdagi ta‘lim shakllarida qo‘llanilishi mumkin: guruhdagi shaxsiy uchrashuvlarda, internet orqali yoki telefon orqali. Maqolada, shuningdek, ingliz tili darslarida talabalarni interfaol faoliyatlarga jalb etish masalasi ham ko‘rib chiqiladi. Chet tillarini interfaol usulda o‘rganish orqali juda katta natijalarga erishish mumkin.

**Kalit so‘zlar:** *funksional yondashuv, metalanguage (metatill), ko‘rsatmalar berish, autentik vazifalar, interfaol usullar zarurati, ma‘ruza qilish, “think-pair-share” (o‘yla-juftlash-ulash), munozara.*

**What is a functional approach to language?** A functional approach looks at how language enables us to do things: to share information, to enquire, to express attitudes, to entertain, to argue, to get our needs met, to reflect, to construct ideas, to order our experiences and make sense of the world. It is concerned with how people use real language for real purposes. At the heart of a functional model of language is an emphasis on meaning and on how language is involved in the construction of meaning. It sees language as a resource for making meaning. A functional approach to language is not concerned with a set of rules which prescribe correct and incorrect usage taught through decontextualised exercises. Rather, understandings about language are developed in the context of authentic tasks across all areas of the curriculum. What are the advantages of a functional approach to language?

A functional approach to language teaching emphasizes using language for real purposes, such as making requests or giving instructions, rather than focusing on grammar rules in isolation. This method organizes lessons around communicative functions and uses authentic, communicative activities like role-playing to help learners use language effectively in real-life situations. It focuses on meaning and how language functions to achieve a specific outcome, like asking for information or expressing an opinion.

**Where does the term ‘functional’ come from?** The term ‘functional’ applied to language is derived from the systemic functional theory – a coherent theory of language development and use based on the work of Michael Halliday (1975, 1985a, 1985b). It continues to be modified and developed both by Halliday himself and by others, including Ruquiya Hasan (1986) and Jim Martin (1984). A functional model recognises that language is part of almost every aspect of our lives (sometimes accompanying an activity and sometimes the focus of an activity). The model explains that language is a system which we use to construct meanings for a whole range of different purposes. Thus we will use the same pool of language resources, but in different ways, when we are sharing an

experience (Last Monday we went to the show ...), writing an essay (The main reasons for supporting the conservation movement are ...), asking for help (Excuse me, could you please tell me when the next bus leaves?), or thinking about an experience (I wonder whether ...). Further, we may choose to use words differently to achieve the same purpose in different situations. Imagine for a moment that you want your living-room door closed. *Close the door!* is what you might say sharply to a child who habitually leaves doors open. *Would you mind closing the door, please?* is what you might say to a guest when you are carrying a tray yourself. A functional approach asserts that we need to learn how to choose our language to meet the particular needs of a situation. In the last few decades, many educational writers have suggested that educational failure is often really language failure. More particularly, Halliday has suggested that the child who fails to achieve at school often does so because he or she has not understood the functional uses of language in the range of ways the school demands.

Our perception of the world is shaped by language, and it is through language that we interact with others. In schools, we can effectively say that «language is the curriculum.» But what about learning language? By using language, we develop a relatively tacit understanding of how it works. The functional approach to language seeks to make this understanding explicit. Once it becomes explicit, we develop a shared way of talking about language with our students.

Learning a language to talk about language Teachers need to develop a special language for talking about language (what is sometimes called a metalanguage) and, as mentioned earlier, this will take time. It is clear that students, too, need to develop an ability to talk about language form. An understanding of the features of different text types and how they are realised through their grammatical structures will enable teachers to talk in a direct way with students about their writing. They will be able to demonstrate why a factual report about dinosaurs needs to be organised differently from a recount about the film Jurassic Park or an imaginary story about life in a prehistoric era.

**How might you use a functional approach to language in the classroom?** A functional approach to language does not advocate teaching about language by handing down prescriptive recipes. Rather it is concerned with supporting students in composing effective texts for particular purposes and providing feedback at the point of need within the context. A functional model of language can be drawn on whenever children are engaged in the construction of texts and opportunities are created for explicit discussion of these texts. Such opportunities might occur, for example, during the modelling of a text, during a shared book activity, during the construction of a class text, or during a conferencing session. Sometimes these opportunities can be programmed, sometimes they may be spontaneous. They can occur at the whole class, small group or individual level. Many teachers have found it useful to develop in the class ‘a language for talking about language’. These shared understandings about text, reflected in the shared terminology used by the class, allow for a more productive use of time. They can be built up through group reflection on the language as it is used, starting with questions like these: *What do you think we might use this sort of a text for? What could we call it? Remember when we were writing Explanations? Why is this text different from an Explanation? Look at the beginning of the text. What do you think the writer is doing here? What does the beginning of this text tell the reader? Is it the same as the beginning of a Report? What name could we give this sort of a beginning? What about a term such as ‘orientation’ to remind us that it is setting the scene? Which words link up the text and show us when the actions took place?* We could call these ‘linking words’. Thus the children are guided towards making explicit the knowledge they already have about texts. This shared knowledge and terminology, combined with new insights contributed by the teacher, then becomes a resource they can draw on in their subsequent discussions of texts. The teachers you will meet in the chapters of this book decided to trial a variety

of activities which would allow for the growth of shared understandings about texts. In particular, they drew on the teaching and learning cycle outlined in the support resources in each state. The activities they developed, described in the following pages, provided a context for language exploration while the children were using language for real purposes in a variety of curriculum areas.

*How do I begin?* It is most helpful to begin by looking at whole texts and at how they are spoken and written for different purposes. By exploring how texts are organised and the way they construct meaning or layers of meanings, you will build up confidence in your own knowledge of field, tenor and mode and different text forms. When you are confident with text organisation at the meaning or semantic level, you can look more closely at the lexicogrammatical level of language. Remember that you already have a wealth of experience about the way our system of language works and that your knowledge of grammatical terms will develop over time. It is also helpful to choose a range of real experiences around which to structure language activities in your classroom. Use school events, media happenings, literary and factual texts and students’ personal experiences as springboards for meaningful language activities across the curriculum. Provide lots of opportunities for students to talk explicitly about differences in text form and help them record the differences. Build up their understandings of the differences between spoken and written texts by examining examples of both.

Our perception of the world is shaped by language, and it is through language that we interact with others. In schools, we can effectively say that «language is the curriculum.» But what about learning language? By using language, we develop a relatively tacit understanding of how it works. The functional approach to language seeks to make this understanding explicit. Once it becomes explicit, we develop a shared way of talking about language with our students.

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