

**THE MODAL CONSTRUCTION HAVE TO IN ENGLISH GRAMMAR: A
COMPARATIVE ANALYTICAL STUDY****Ahmedov Azimjon***teacher of Andijan State Institute of Foreign Languages.*

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Annotation: *This article presents a comparative and analytical study of the English modal construction have to based on the perspectives of major pedagogical grammarians, including Raymond Murphy, Betty Schramper Azar, Michael Swan, as well as Oxford and Cambridge grammar traditions. The paper examines how have to is conceptualized in terms of form, meaning, and use, with particular attention to expressing obligation, necessity, tense variation, and pedagogical presentation. By analyzing these approaches sequentially, the study identifies both shared principles and methodological differences. The findings emphasize the importance of integrating grammatical accuracy with semantic and communicative interpretation in teaching and learning have to. The article concludes with generalizations relevant to grammar instruction and applied linguistics research.*

Keywords: *Have to, obligation, necessity, English grammar, modal construction, pedagogical grammar, Murphy, Azar, Swan, Oxford, Cambridge.*

Annotatsiya: *Ushbu maqola ingliz tilidagi have to modal konstruktsiyasini yetakchi pedagogik grammatika olimlari — Raymond Murphy, Betty Schramper Azar, Michael Swan hamda Oxford va Cambridge grammatika an'analari qarashlari asosida qiyosiy va tahliliy tarzda o'rganadi. Maqolada have to shakli, ma'nosi va qo'llanilishi, xususan majburiyatni, zaruratni, zamon o'zgarishini va pedagogik taqdim etish usullarini ifodalash jihatlari tahlil qilinadi. Ushbu yondashuvlarni ketma-ket tahlil qilish orqali umumiy tamoyillar va metodologik farqlar aniqlanadi. Natijalar have to konstruktsiyasini o'qiti shda grammatik aniqlikni semantik va kommunikativ talqin bilan uyg'unlashtirish zarurligini ta'kidlaydi. Maqola grammatika o'qitish va amaliy tilshunoslik tadqiqotlari uchun dolzarb bo'lgan umumiy xulosalar bilan yakunlanadi.*

Kalit so'zlar: *Have to, majburiyat, zarurat, ingliz tili grammatikasi, modal konstruktsiya, pedagogik grammatika, Murphy, Azar, Swan, Oxford, Cambridge.*

Аннотация: *В статье представлено сравнительно-аналитическое исследование английской модальной конструкции have to на основе взглядов ведущих специалистов*

по педагогической грамматике, включая Реймонда Мёрфи, Бетти Шрампфер Азар, Майкла Свона, а также грамматические традиции Oxford и Cambridge. В работе анализируются форма, значение и употребление have to, с особым вниманием к выражению обязательства, необходимости, вариации времени и педагогической подаче материала. Последовательный анализ данных подходов позволяет выявить как общие принципы, так и методологические различия. Полученные результаты подчеркивают важность сочетания грамматической точности с семантической и коммуникативной интерпретацией при обучении и изучении конструкции have to. Статья завершается обобщениями, имеющими значение для преподавания грамматики и исследований в области прикладной лингвистики.

Ключевые слова: *Have to, обязательство, необходимость, грамматика английского языка, модальная конструкция, педагогическая грамматика, Murphy, Azar, Swan, Oxford, Cambridge.*

The construction have to occupies an important position in English grammar as one of the primary means of expressing obligation and necessity. Although it is often introduced alongside modal verbs such as must, should, and ought to, have to differs from these forms both structurally and semantically. Learners frequently experience difficulty distinguishing between have to and must, particularly in terms of source of obligation, tense flexibility, and stylistic usage. For this reason, have to has received considerable attention in pedagogical grammar. This article aims to analyze how leading grammar authorities conceptualize and present the have to construction, highlighting both theoretical interpretations and teaching-oriented approaches.

Murphy’s Practical and Contrastive Perspective

In *English Grammar in Use*, Raymond Murphy presents have to primarily through contrast with must. According to Murphy, have to is typically used to express obligation imposed by external circumstances, rules, or authorities, whereas must often reflects the speaker’s personal authority or strong opinion.

Murphy emphasizes the grammatical flexibility of have to, noting that it can be used in different tenses (had to, will have to) and in questions and negatives using the auxiliary do. This distinguishes have to from must, which lacks past and future forms. Murphy’s explanation is highly practical and learner-oriented, focusing on communicative usefulness and common error prevention. His approach helps learners understand not only how have to is formed, but also why it is preferred in many everyday contexts.

Azar’s Meaning-Based and Instructional Framework

Betty Schramper Azar's Fundamentals of English Grammar approaches have to from a meaning-centered pedagogical perspective. Azar defines have to as a structure used to express necessity, obligation, or unavoidable requirement. She systematically contrasts have to with must, should, and need to, emphasizing differences in strength and source of obligation.

Azar pays particular attention to tense and form, highlighting that have to behaves like a main verb and therefore requires auxiliary verbs for questions and negatives. Through charts, timelines, and guided exercises, she demonstrates how have to functions across time. Her structured presentation supports learner awareness and gradual mastery, making her approach especially suitable for classroom instruction.

Swan's Analytical and Usage-Oriented Interpretation

Michael Swan's Practical English Usage offers a more analytical and descriptive treatment of have to. Swan explains that in modern English, have to is often more common than must, particularly in spoken language. He notes that must can sound formal, authoritative, or subjective, whereas have to is perceived as more neutral and objective.

Swan also discusses pragmatic and stylistic considerations, such as the tendency to avoid must in polite requests or explanations. He highlights common learner problems, including overuse of must and confusion between obligation and logical necessity. Swan's analysis is particularly valuable for advanced learners and teachers seeking a deeper understanding of usage patterns.

Oxford and Cambridge Grammar Traditions

Oxford and Cambridge grammar traditions present have to within a functional and communicative framework. Their materials emphasize real-life contexts such as rules, regulations, work obligations, and social responsibilities. Rather than treating have to merely as a grammatical form, these resources focus on how obligation is expressed in authentic discourse.

Cambridge materials often contrast have to with must and need to, encouraging learners to infer meaning through contextualized examples. Oxford grammar sources highlight the role of have to in expressing externally imposed necessity, frequently supported by corpus-based evidence. This communicative approach helps learners develop pragmatic competence alongside grammatical accuracy.

Comparative Analysis of Pedagogical Approaches

A comparative analysis reveals strong agreement among the scholars regarding the core meaning of have to as an expression of obligation or necessity. All sources emphasize its distinction from must, particularly in terms of external versus internal obligation and tense flexibility. However, differences emerge in pedagogical emphasis. Murphy prioritizes

practical contrasts, Azar focuses on structured explanation and learner cognition, Swan highlights pragmatic nuance, and Oxford and Cambridge emphasize contextualized usage.

These differences reflect broader trends in applied linguistics, ranging from form-focused instruction to discourse-oriented and communicative approaches. Together, they provide a comprehensive understanding of the have to construction.

Pedagogical Implications

The analysis suggests that effective teaching of have to requires an integrated approach. Learners benefit from explicit contrast with modal verbs, clear explanation of tense forms, and exposure to authentic communicative contexts. Overemphasis on rules without context may lead to unnatural usage, while purely communicative exposure may result in confusion between similar modal meanings. A balanced methodology combining form, meaning, and use is therefore essential.

In conclusion, the have to construction represents a key element of English modality, bridging the gap between modal verbs and lexical verb structures. The comparative analysis of Murphy, Azar, Swan, and Oxford and Cambridge grammar traditions demonstrates that have to is best understood as a flexible and context-dependent means of expressing obligation. Integrating structural accuracy with semantic and pragmatic interpretation offers the most effective approach to teaching and learning this construction. This study contributes to grammar instruction and applied linguistics research by highlighting the importance of comparative pedagogical analysis.

References

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