

## INVERSION IN MODERN ENGLISH

**Sodiqova Dilnoza**

Fargʻona Davlat Universiteti  
Ingliz tili va adabiyoti fakulteti talabasi

**Galiakbarova Albina**

Ingliz tili va adabiyoti  
fakulteti Ingliz tili oʻqitish metodikasi  
oʻqituvchisi

### ABSTRACT

This article provides information on Shakespeare's morphology. His poems are morphologically analyzed and sources related to poetry are presented. Grammatical problems are studied. In addition, in this article Shakespeare's works are analyzed.

**Key words:** Immigration, Assumptions, Fluently, Bilingual, Adjustment, Values, Customs, Efficient, Requires, Questionnaire.

“The time has come to create in Uzbekistan a new system of teaching foreign languages, which will become a solid foundation for the future. Since we set ourselves the goal of building a competitive state, from now on, graduates of schools, lyceums, colleges and universities must be fluent in at least two foreign languages. This strict requirement should become the main criterion for the work of the head of each education institution”, Shavkat Mirziyoyev said.

The main mission of an educational institution is to help students develop capabilities in order to become a responsible and independent member of society, a member that works and earns money for a decent life. It is unquestionable that the higher your level of education, the more developed your understanding of yourself will be, along with your perception of life and society in general. Gaining knowledge changes people, their habits, values, and their walk of life. One of the criteria for a successful educational system is that a person entering the educational process grows and transforms themselves into a different person throughout the program. The transformation is based on factual knowledge, data, techniques, methods, trainings, and emotions which form a distinctive competence in a specific area. Through the years, the quantity of knowledge has exponentially grown and the main goal of helping a student to acknowledge and acquire capabilities has been blurred with the load of facts and data competing for students' attention. The old Greek method of performing

dialogue or debate, finding arguments, examples and exercising rhetoric has evolved into lectures, classifications, theories, written exams, and grading systems in the form of percentage, letters, and numbers. During centuries of education the main point has slightly changed due to the load of information and methods developed to overcome the problem of overload, and not the problem of successfully transforming knowledge, experience, skills and capabilities. The university has always been the place where the individual is enabled and given a boost in order to change the society, while at the same time, universities have resisted in changing themselves. The future challenge for universities will be to keep pace with the changes in society while focusing on a very traditional goal outlined above: helping students to develop capabilities. The most important is to provide students with methods to develop the ability to think, create new ideas, innovate new products and technology, and resolve old problems while keeping ethical and moral values, cultural heritage and respect for human being. To sum up, we should come back to the methods of Plato and Aristotle, using a laptop in which the books from the world's largest libraries are downloaded. This initiative can be read in one of the documents supporting the widespread Bologna process, The London Communiqué, Towards the European Higher Education Area: Responding to Challenges in a Globalized World which reviewed the progress made in the European countries since meeting in Bergen in 2005. Ministers are working for an attractive and competitive labor market in Europe. This goal could be implemented by institutional autonomy, academic freedom, equal opportunities and democratic principles resulting in increased employability and mobility. The European Higher Education Area (EHEA) should respond effectively to the challenges of globalization by recognizing the need for continuous change. The main issues that Higher Education should be confronted with are: preparing students for life as active citizens in a democratic society; preparing students for their future careers and enabling their personal development; creating and maintaining a broad, advanced knowledge base; and stimulating research and innovation. When it comes to my course work's theme is about inversion in Modern English. I will try to explain you about how importance and roles of inversion in Modern English. And of course this project is devoted to the problem of inversion in Modern English Language. Inversion is a term used in English sentences to describe a situation where a word or phrase is placed at the beginning of a normal sentence rather than in its usual position at the end. It means you're changing the natural order of the words in a sentence. This can be used for stylistic purposes, to create a more complex or emphatic sentence structure, or simply for variety. In many cases, inverting words and phrases also involves changing their order from normal. I've used it in my own writing from time to time. But if you're writing fiction, I'd advise you to use this writing device sparingly. A common type of inversion involves

using adverbs or adjectives before main verbs. An inversion is a useful tool that can help to add variety and complexity to sentence structure, whether you are writing casually or formally. Inversion of subject sentence examples:

Never have I been more insulted in my life!

Gone are the days when this used to be a peaceful town.

Such greatness lies in the human heart; it knows no boundaries.

Had you paid attention to me, we wouldn't be in this mess!

What Are Inversions in Writing?

An inversion can contribute to various effects, from adding emphasis to creating a sense of suspense or irony. For instance, instead of saying, "I will go there tomorrow," one might use an inversion by saying, "Tomorrow I will go there." In this case, the unexpected word order adds a subtle sense of urgency to the statement by pulling the focus away from the expected subject and verb. This emphasis could be further strengthened by using an inversion and emphatic stress, such as "Right now, I have to go there!" or "Not today – tomorrow!" Other techniques for using inversions include intentionally misdirecting the reader by inverting explicit clues to obscure certain information or drawing attention to certain key elements through unusual syntax. Ultimately, an effective writer needs to carefully consider both the effect that they want to achieve and how best to accomplish it with the craft tools at their disposal – which may very well include the use of an inversion.

Why Is Inversion Used in English?

Inversion plays an important role in English grammar, providing a variety of functions both within and across sentences. For starters, inversions are often used to create a rhetorical impact or express surprise. This can be seen, for example, in expressions like "Here comes the Sun!" where the normal word order is inverted for greater emphasis. In addition, inversions are often used to focus on a specific part of the sentence. For instance, if we wished to highlight a particular object as being unique or noteworthy in some way, we might insert an "inverted" object into our phrasing: "A fugitive was all that lay between me and freedom." Inversion is used for formal, dramatic, or emphatic purposes. We use inversion in several different situations in English. Inversion just means putting the verb before the subject. We usually do it in question forms:

Normal sentence: You are tired. (The subject is 'you'. It's before the verb 'are'.)

Question form: Are you tired? (The verb 'are' is before the subject 'you'. They have changed places. This is called inversion.).

## REFERENCES:

1. Prezident Shavkat Mirziyoyev raisligida 6 may kuni chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig'ilishi o'tkazildi.
2. EC (2007): London Communiqué: Towards the European Higher Education Area: responding to challenges in a globalised world. London, May 18, 2007.
3. <https://www.thoughtco.com/inversion-definition-1209968>.
4. <http://dictionary.cambridge.org/grammar/british-grammar/word-order-and-focus/inversion>.
5. <http://usefulenglish.ru/miscellany/inversion>.
6. Birner, B. 2018. On constructions as a pragmatic category. *Language* 94.2: e158-e179.
7. Culicover, P. 1997. *Principles and parameters: An introduction to syntactic theory*. Oxford, UK: Oxford University Press.
8. Greenbaum, S. and R. Quirk. 1990. *A student's grammar of the English language*. Harlow, Essex, England: Longman.
9. *Longman grammar of spoken and written English* / Douglas Biber, Stig Johansson, Geoff Leech, Susan Conrad, Edward Finegan. – Edinburgh, 1999. – p. 896-935.
10. Peter W. Culicover and Robert D. Levine. Stylistic inversion in English: a reconsideration. // *Natural Language & Linguistic Theory* – Netherlands, 2001. - № 19. – p. 283-310.
11. Barnes, L., Christensen, R. and Hansen, A. (1994): *Teaching and the Case Method*, Harvard Business Press.
12. Sun, W. & Chen, G. (1997). Dimensions of difficulties Mainland Chinese students encounter in the United States. Paper presented at the International Conference in Cross-Cultural Communication, AZ. (ERIC Document Reproduction Service No.
13. Tyack, D. (2003). *The One Best System: A History of American Urban Education*. Cambridge, Massachusetts, and London, England: Harvard University Press.
14. Soska, M. (1994). *An introduction to educational technology*. National Clearinghouse for Bilingual Education, Washington, DC. (ERIC Document Reproduction Service No. ED 394 298).
15. Schnell, J. (1996). Understanding the shock in "culture shock." (ERIC Document Reproduction Service No. ED 398 616).