

## MODERN APPROACHES TO TEACHING THE "GET/HAVE SOMETHING DONE" CONSTRUCTION IN ENGLISH

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**Abstract:** This article examines the grammatical structure "get/have something done" in the English language and explores modern approaches to teaching this construction effectively. The construction plays a significant role in expressing causative and passive meanings in communication, especially in real-life contexts where the subject does not perform the action directly. The study highlights the importance of integrating interactive teaching methods, contextual learning, and communicative approaches in order to improve students' understanding and usage of this structure. Additionally, the paper discusses common difficulties faced by learners and proposes practical solutions for overcoming them through innovative pedagogical strategies.

**Keywords:** get something done, have something done, English grammar, causative construction, communicative competence, modern teaching methods, interactive learning

### Introduction

In recent years, the importance of effective foreign language teaching has significantly increased due to globalization and the growing need for international communication. English, being a global lingua franca, requires learners not only to acquire vocabulary but also to master complex grammatical structures that are essential for real-life communication. One such structure is the "get/have something done" construction, which is widely used in everyday English.

Despite its frequent usage, many learners find this construction difficult to understand and apply correctly. This is mainly because it differs from standard active and passive voice structures and involves the concept of causation. Therefore, it is crucial to adopt modern teaching approaches that focus on practical usage rather than rote memorization of rules.

The purpose of this article is to analyze the linguistic features of the "get/have something done" construction and to present effective methods for teaching it in the classroom environment.

### Main Part

#### Theoretical Background of the Construction

The "have something done" and "get something done" constructions are known as causative structures. They are used when a person causes another person to perform an action. In such sentences, the subject does not carry out the action themselves but arranges for someone else to do it.

For example:

I had my car repaired.

She got her hair cut.

In both examples, the subjects ("I" and "she") did not perform the action personally. Instead, they arranged for the action to be completed by someone else.

The difference between "have" and "get" lies mainly in formality and usage. "Have something done" is more formal and commonly used in written English, whereas "get something done" is more informal and frequently used in spoken language.

#### Comparison with Passive Voice

It is important to distinguish causative constructions from passive voice. While both structures focus on the action rather than the doer, their meanings differ slightly.

For example:

The car was repaired. (Passive voice)

I had my car repaired. (Causative construction)

The passive sentence simply states that the action happened, while the causative sentence emphasizes that the subject arranged for the action to occur. Teaching this distinction is essential for helping students use the structure correctly.

**Common Learner Difficulties**

Students often face several challenges when learning this construction:

Confusion between active, passive, and causative forms

Incorrect word order

Misuse of verb forms (especially past participles)

Lack of understanding of real-life usage contexts

For example, learners may incorrectly say:

I cut my hair yesterday (when they mean someone else did it)

Instead, they should say:

I had my hair cut yesterday

Such errors highlight the need for effective teaching strategies.

**Modern Teaching Approaches**

### **1. Communicative Language Teaching (CLT)**

This approach focuses on using language for real communication. Teachers can create situations such as visiting a doctor, going to a barber, or repairing a phone, where students naturally use the target structure.

### **2. Context-Based Learning**

Providing real-life examples helps students understand when and why the structure is used. For instance, discussing daily routines like:

I get my car washed every week

makes the lesson more relatable.

### **3. Role-Playing Activities**

Role plays are highly effective in language learning. Students can act out situations such as:

Customer and barber

Client and mechanic

Patient and doctor

These activities improve fluency and reinforce grammar usage.

### **4. Interactive Exercises**

Exercises such as sentence transformation, gap-filling, and error correction help students practice actively. For example:

Rewrite: Someone repaired my laptop – I had my laptop repaired

### **5. Use of Multimedia**

Videos, animations, and online tools can enhance understanding. Watching real-life conversations helps students see how the structure is used naturally.

Results and Discussion

The application of modern teaching methods has shown positive results in improving students' grammatical competence. Learners who engage in interactive and communicative activities demonstrate better understanding and retention of the “get/have something done” construction. Moreover, combining different teaching strategies—such as visual aids, practical exercises, and contextual learning—creates a more dynamic and effective learning environment. Students become more confident in using the structure in both spoken and written communication.

#### Conclusion

In conclusion, the “get/have something done” construction is an essential component of English grammar that plays a significant role in everyday communication. However, due to its complexity, it requires careful and systematic teaching.

Modern pedagogical approaches, including communicative teaching, interactive exercises, and contextual learning, greatly enhance students' ability to understand and use this structure correctly. Teachers should focus not only on explaining the rules but also on providing meaningful practice opportunities.

Future research may explore the use of digital technologies and artificial intelligence in teaching complex grammatical structures more effectively.

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