



example: **Since he plays well, I wanted him to join us;** *U yaxshi o'ynashi sababli, men uni bizga qo'shilishini xohladim.*

In conclusion, in order to provide language users and learners with effective cross-linguistic communication and acquire productive ways of learning languages, understanding these syntactic relationships is crucial. It enables learners to grasp the nuances of sentence structure, grammatical rules and word order, facilitating clearer expression and comprehension in learning both languages.

Further studies in comparative syntax might explore numerous languages apart from English and Uzbek, investigating syntactic patterns and typological features across diverse language families. Through further research on syntactic relationships, linguists can contribute to the broader field of linguistics and improve language learning and cross-cultural communication.

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FUNCTIONS OF METAPHOR IN LANGUAGE

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Abstract

This article is devoted to the analysis of the role of metaphor in language, by comparing its functions in two different languages: the English and the Russian. The main functions of metaphor were analyzed by giving several, but definite examples in two chosen cultures and the previous studies of the other scientists were noted down to produce an overall meaning.

Key words: metaphor, function, nominative, culture, explanative, mnemonic, ritualistic, comparative, explanatory, persuasive.

Multiple researches has been done on many fields of metaphor. The first time metaphor was studied by an ancient scientist Aristotle and is still in high demand of further studies, as culture, people, language and world perception of people are changing from decades to decades. Hence, George Lakoff Marc Johnson(1980) continued the investigations on metaphor and its connections with linguistics, culture, philosophy in their book “Metaphors we live by”, in which they clearly stated that ‘the metaphor is pervasive’. Specifically, it serves as a poetic imagination, a set of words to make people understand one’s point of view or is connected with our brain functions and conceptual system. Moreover, their findings revealed that human conceptual system is metaphorically structured and defined. Another scientist Ron Bontekoe (1987) in his article “the function of metaphor” explained that the metaphor is a phenomenon of language and language’s main job is to provide a possible communication, thus according to him the conveying of meaning should be the main aim of metaphor. According to Russian scholar Harchenko.V.K. identifying the main aims of metaphor in language is essential, as other than this, metaphors have much fields to study. However, still the functions of metaphor in two different languages is not well studied and compared yet, or even not studied. Hence, my main research will be based on this, then the main functions will be explained with the help of the scholars’ investigations. These two aspects will be the main objectives of my research.

The study of the functions of metaphors in English and Russian languages offers a great access to the understanding of perceptions of metaphor in two different cultures with completely different historical background and origin of their first language, specifically Ingvaeonic and Slavic languages. Metaphor has been examined



as a linguistic, conceptual, and communicative phenomenon across various fields such as linguistics, literature, philosophy, education, political science, media studies, communication science, psychology, and neuroscience. Lakoff and Johnson played a significant role in highlighting the significance of conceptual metaphors as a cognitive framework for language use. Their work in the book ‘Metaphors we live by’ inspired scholars to explore how writers introduced new metaphors and to critically examine the foundational structures of thinking embedded within conceptual metaphors. Lakoff and Johnson’s studies on metaphor revealed that metaphorical language is not simply a linguistic device but a fundamental aspect of human cognition. They demonstrated that metaphor shapes our understanding of abstract concepts by mapping them onto more concrete domains, influencing how we perceive, think, and communicate about the world. Their research illustrated the pervasive and subconscious nature of metaphor in everyday language and thought processes. Meanwhile, Aristotle believed that metaphors are valuable in areas where scientific explanations are lacking, as they convey a deeper truth about the subject under study. Metaphors act as a foundation for exploring the underlying reasons behind a phenomenon, offering a meaningful starting point for further investigation into its causes. Turning to Russian scholars they outline more about the functions of metaphor, such as Vera Harchenko’s research that highlights the multifaceted nature of metaphor functions in communication, elucidating their role in facilitating the understanding of complex concepts, supporting viewpoints, creating imagery and emotional impact, and persuading the audience. Moreover, Elena Semino presented in the article “Cognitive poetics and mental spaces” (2002). Explored the use of metaphors to represent psychological spaces in literature. While , Andrew Orton presented in his book “Metaphor and Thought” (1979). Explored the influence of metaphors on our understanding of the world and cognition. Furthermore, Jeanette Cameron discussed in the book “The Psychology of Language” (2003). Explored the role of metaphors in the psychology of language and their impact on perception and communication .Each of these scholars has made a significant contribution to the study of the functions and significance of metaphors in various



fields, from linguistics to psychology and literary studies. All in all, metaphors have been studied in all aspects thanks to our scholars, but none of them made a contrast in the similarities and differences of metaphorical functions in Russian and English languages.

This research was carried out by means of descriptive and comparative methods were applied. Comparative method was applied to compare the functions of metaphor according to their prominent scholars in two chosen languages, specifically Russian and English. Furthermore, this method was accessible in examining and drawing comparisons, emphasizing both commonalities and distinctions.. While the descriptive method utilized to give profound understanding of the functions outlined below in data analysis part. These methods were approachable and helped me to get the main meaning from the sources I was investigating. To write this article many books and articles of famous scholars English and Russian language were analyzed. Moreover, articles were chosen both modern and old ones to know the contrast of changing functions of metaphor.

The results of the research and analysis show that Russian scholars, specifically Harchenko outlines nominative function, mnemonic function, explanatory function and ritual function as one of the main ones. “The metaphor comes as an assistance to a word formation: without metaphor, word formation would be doomed to the continuous production of all new and new words and would burden human memory with an incredible load” (Parandovsky, 1972).

Nominative function of a metaphor deals with naming and characterizing words, instead of making up a new moniker. Some of the examples of nominative metaphor are outlined below.

- “She is a bright star in our team.”

This metaphor, “bright star” is used to portray someone who stands out in a team, highlighting their positive and leadership qualities.

- “The teacher is the guiding light in the classroom.”



Using “guiding light” as a metaphor describes the teacher as someone who gives direction, inspiration, and enlightenment to the students.

A **mnemonic function** of a metaphor is to enhance the memorization of information or simplify the memorizing process with the help of a figurative expression. This function can be in the forms of associations, visualization, or analogies that assist people to remember complex concepts. The main aim of a mnemonic function of a metaphor is to improve memory by creating connections between new information and familiar concepts. Indeed, it is worth calling mushrooms natural vacuum cleaners, and we will long remember that it is mushrooms that best absorb toxins from the soil (Harchenko, 1992:2).

Some of the examples of a mnemonic function of literature are mentioned below.

- “The brain is like a computer hard drive.”

This mnemonic metaphor compares the brain to a computer hard drive, saying that the brain’s function of storing and processing information is alike computer’s hard drive.

-”Concepts float like balloons in the classroom of your mind.”

This metaphor portrays abstract concepts as colorful balloons flying through the mental space, making the idea of intangible concepts more tangible and memorable.

Ritual function of a metaphor is traditionally used in congratulations, greetings, festive toasts, as well as in expressions of condolences and sympathy (Harchenko,1992:4). The ritual functions of metaphor highlight its essential role in shaping and enriching ceremonial practices, rites, and cultural traditions. Metaphorical language portrays rituals with deeper meanings, emotional depth, and symbolic resonance.

Some of the examples of ritual functions metaphor are given below:

Certainly! Here are some examples illustrating the ritual functions of metaphor in various cultural and ceremonial contexts:

Wedding Ceremony: - “Two hearts becoming one.”



In a wedding ceremony, the metaphorical expression of “two hearts becoming one” symbolizes the joining of two individuals , signifying unity, love, and partnership.

Graduation Ceremony : - “Spreading wings and taking flight.”

In a graduation ceremony, this metaphorical phrase symbolizes transition, growth, and embarking on new life paths.

Turning to the opinions of English scholars about the main functions of metaphor in English language and culture. According to them metaphors have been portrayed as instruments that could be applied for pursuing different aims such as explaining, summarizing, supporting a viewpoint, illustrating, clarifying or persuading (Semino 2008; Cameron 2003; Goatly 2011, 148-167). However, in English language, two primary functions of metaphorical utterances have received particular attention: explaining and persuading.

The persuasive use of metaphors is a crucial topic in communication and rhetoric, as metaphors are ubiquitous in persuasive contexts. Metaphors are seen as tools that enhance the persuasiveness of communication (Sopory and Dillard 2002; Boeynaems et al. 2017; Burgers et al. 2016; Ervas et al. 2018; Ottati et al. 1999). Metaphors have the power to influence how a situation is evaluated and to convey emotional information, thereby creating stimuli that can inspire action. Metaphors have a way of sticking in the mind. By encapsulating a message in a memorable image or phrase, metaphors help ensure that the persuasive point is not easily forgotten. The persuasive function of metaphors hinges on their ability to engage, connect, visualize, appeal to emotions, and influence decision-making.

Here are the examples of the Persuasive Function of Metaphor:

-”Time is money.”

This metaphor persuasively conveys the idea that time should be estimated and managed effectively, like money. It makes individuals to prioritize their time and investments wisely.

- “Laughter is the best medicine.”



This metaphor persuades individuals to take humor as a remedy for stress and difficulties. It suggests that laughter can heal emotional wounds and bring joy into one's life.

The analysis of the **explanatory functions** of metaphorical expressions has been particularly focused on their effectiveness as instructional tools, as discussed by Jaszczolt (2002) and Ortony (1975). Moreover, metaphors are viewed as framing techniques that facilitate comprehension of unfamiliar and less-known concepts by relating them to something more familiar and already understood, as discussed by Semino et al. (2016) and Schiappa (2003). Furthermore, metaphors serve as bridges between the known and the unknown, guiding the audience from what they already understand to what they are trying to comprehend. They facilitate the transfer of knowledge by building on existing foundations of understanding. In summary, the explanatory function of metaphors plays a crucial role in making complex ideas more accessible, understandable, and memorable .

Here are some of the examples of the Explanatory Function of Metaphor:

- “The city is a living organism.”

This metaphor explains the dynamic and interconnected nature of urban life by comparing a city to a living organism, highlighting how different parts function together like organs in a body.

- “Love is a battlefield.”

By describing love as a battlefield, this metaphor explains the challenges and conflicts often associated with relationships, shedding light on the nature of emotional connection.

Having conducted the research, it is possible to draw a number of conclusions. Such as Russian perspective on functions of metaphor are that nominative, mnemonic, and ritual functions: Russian speakers may emphasize the use of metaphor for naming, memorization, and ritualistic purposes, reflecting a focus on symbolic associations, memory aids, and cultural traditions within language and communication. Additionally, Russian perceptions of metaphor functions may prioritize linguistic



creativity, storytelling, and cultural symbolism. While the English perception of functions of metaphor are persuasive and explanatory functions. English speakers may highlight the persuasive and explanatory roles of metaphor, emphasizing how metaphorical language can be utilized for persuasion, argumentation, and explanation of complex ideas or concepts. English perceptions of metaphor functions may center on the cognitive aspects of language, where metaphor is seen as a tool for presenting persuasive arguments, conveying information, and shaping reasoning processes. Despite these differences, both languages recognize the multifaceted nature of metaphor, its power to shape communication, and its capacity to enrich linguistic expression across diverse contexts and purposes. The perspectives for further investigations are to analyze the perceptions of metaphor in Russian and English languages in terms of oral and written speech.

This research underscores the divergent perspectives on metaphor functions in Russian and English languages. While Russian discourse emphasizes nominative, mnemonic, and ritual significances, accentuating symbolic ties and cultural practices, the English narrative privileges persuasive and explanatory functions, spotlighting rhetoric, argumentation, and elucidation. Despite these variances, both linguistic communities recognize the intricate nature of metaphor and its profound impact on communication dynamics. Future inquiries could delve deeper into these linguistic disparities, particularly in the realms of oral and written discourse, to enhance our comprehension of metaphorical usage in diverse cultural milieus. Such investigations offer valuable insights into language, communication behaviors, and the contextual nuances framing metaphorical expressions.

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THE ROLE OF PROJECT ASSIGNMENTS IN INCREASING A2 LEVEL STUDENTS' VOCABULARY

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Abstract

This article explores the effectiveness of project assignments in increasing vocabulary among A2 level students, a group that is often in the early stages of language learning and can greatly benefit from innovative teaching methods. By examining the types of vocabulary acquired, the engagement levels of students, and the overall impact on language proficiency, this study aims to provide insights that can inform teaching practices and curriculum development, to advance valid assessing system of young learner's vocabulary skills with using project based method. This research is held to learners try to speak cooperatively, with their teacher's comments, to do some course related projects by gathering information, selecting the best, discussing, analyzing them and finally presenting in their class and receiving feedback on their product in the class. The article goes on to list and describe different types of project assignments that can be organized using project-based technology, such as travel blog, organizing a cultural festival or event, role-play activities or simulations, music and lyrics analysis. It provides step-by-step guidance on how to implement project-based technology and discusses the potential benefits for students, including how project-based learning promote active learning, cultural awareness, collaboration, and creativity, developing their language proficiency and confidence in using the language in real-world contexts.

Keywords: Vocabulary, project assignment, project-based technology, English language learning, A2 level student, collaboration, the Think-Pair-Share technique.

Language is an indispensable section of every individual and a key component of communication. Without language, it is hard to express one's notion to other people in the world. We are living in a multilingual world that is turning into globalized and therefore, it is essential to learn more than one language. Being proficient in two or more languages makes an individual a competent one, most especially when mastering