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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



the English language. English language proficiency is the capability of to speak effectively in English. In today's world, where the medium of training in nearly each university is English, this is a necessary skill. Considering this close relationship between vocabulary understanding and language learning, one cannot deny the importance of vocabulary understanding in general language ability, which is to have the fundamental potential in a language. However, among all of the researches about language, only few focused on the vocabulary development. "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed."(David A. Wilkins,1972) Vocabulary teaching and learning is a continuous undertaking for instructors as properly as learners because generally there has been minimal focus on vocabulary educating in the ESL classroom.

The primary goal of this initiative is to develop vocabulary skill with using project assignment and to cater diverse learning styles and preferences, making language learning more inclusive and accessible. Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions given in the PBL manuals for teachers, projects are complex challenging questions or problem-based tasks that engage students in design, problem-solving, decision-making, or investigative activities; give it to the students the ability to work relatively autonomously for a long time and culminating in actual products or presentation. (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). Through collaborative projects, students can also develop not only vocabulary skill but also essential soft skills such as teamwork, communication, and problem-solving, which are invaluable in both academic and real-world settings. Developing the aforementioned skills can be undertaken through the integration of project-based learning with (EFL/ESL) instruction. By integrating project assignments into language learning, educators can create a dynamic and interactive environment that encourages the practical application of language skills. This approach not only facilitates the acquisition of new vocabulary but also enhances retention and recall, as students are more likely to remember words that they have used in meaningful contexts.



Additionally, Nation, Paul state that vocabulary skill is the most important talent to learn any language. The word is the smallest significant unit of language used for making phrases and sentences that usually represents an object, idea, action, idiom etc. The vocabulary is considered as a complex of form and meaning. He sees direct vocabulary study as a way of speeding up the learning process. According to him ‘direct vocabulary learning is a way of trying to bridge the gap between second language learners’ present proficiency level and the proficiency level needed to learn from simplified input.’’ (Nation, Paul, 1994) Vocabulary is not mentioned, but it is implicit that vocabulary is needed to communicate. Vocabulary is more significance than grammar due to the fact of we can speak besides right grammar shape but we can’t speak besides the vocabulary. Words are the root of conversation and a strong vocabulary improves all areas of conversation such as, listening, speaking, writing, and reading. It has been proved that project assignment are as necessary as regular classes for development of vocabulary skill.

Furthermore, project assignments for A2 level students offer a diverse range of activities that cater to different learning styles and interests. By incorporating these projects into the language learning curriculum, educators can provide a more engaging and effective learning experience that helps students develop their language skills in a meaningful and enjoyable way. Project assignments are not only beneficial for language acquisition but also for fostering a sense of community and collaboration among A2 level students. Working together on projects allows students to share ideas, provide feedback, and learn from each other’s perspectives.

Principles of Project assignments: Therefore, it is essential to take some principles into consideration. The principles below mostly have been developed by the researcher and most of them tested in the research.

1. Contextual - PBL uses real everyday problems. Therefore, the educational material is more relevant and easier to apply in real situations).
2. Constructive - PBL is a learner-centered approach in which students construct their own knowledge and are guided by a teacher or tutor.



3. Collaboration - PBL encourages students to co-construct knowledge and share ideas and knowledge.
4. Self- directed – PBL develops self-management skills among students. For example, planning, reasoning, assessing understanding, and managing information and resources. (Core principles of PBL: constructive, collaborative, contextual and self-directed - Education - Maastricht University).

The components of project assignments in increasing A2 level students' vocabulary

Project assignments play a crucial role in language learning, especially for A2 level students who are in the early stages of learning a new language. These assignments offer a dynamic and engaging way to apply theoretical knowledge in a practical context, making the learning process more relevant and interesting. One of them is the Think-Pair-Share technique is a great way to engage students in discussing and brainstorming ideas for organizing project assignment. This Think-Pair-Share strategy is developed by Layman, which is designed to differentiate learning by providing students with time and structure to think about a given topic, allowing them to generate individual ideas and share those ideas with their peers. This instructional strategy promotes classroom participation by encouraging high-level student response rather than using a basic recitation method in which the teacher asks questions and a single student offers an answer. Here's how you can incorporate it into the planning process:

1. Give students an open-ended question (in line with the learning objective) and ask them to think about it for about a minute and write down their thoughts. Alternatively, give students a copy of their ideas before pairing them.
2. Ask them to turn to the person next to them (groups of 2 or 3 only) and share their thought process/answers with each other. Alternatively - have students take notes on their partner's process/response.
3. Let students know how to pass the time: let them know when it's time to switch who's speaking, and when they should finish if they haven't already.



4. Invite students to report “on behalf” of their group. Conclusions can include differences in thought process and whether or not the group has reached agreement (Sokhiba, R. 2023).

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PROBLEMS OF TEACHING FOREIGN LANGUAGES AS WELL AS WRITTEN TRANSLATION

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Abstract

This paper explores the challenges that may face by non-native speakers (NNS) in two key areas: first one is foreign language teaching and another one is written translation. It delves issues related to language proficiency, cultural nuances, learner expectations, and professional development. Moreover, the article examines the difficulties of written translation for NNS, including the potential for cultural misunderstandings and the need for in-depth knowledge of both target and source languages. The deliberation highlights the importance of recognizing the unique strengths of NNS, and also providing them with targeted support and training to excel in these demanding fields.

Keywords: Non-native speaking teachers, foreign language teaching, written translation, language proficiency, accent, cultural background, learner expectations, professional development.