



world around us. They encapsulate complex social phenomena, technological innovations, and cultural shifts, all while influencing how we think and communicate.

The dynamic interplay between language and culture ensures that as long as there are changes in society, there will be evolutions in the language we use. Neologisms are at the forefront of this process, continuously shaping and reshaping the landscape of communication. They serve not only as linguistic tools but also as cultural artifacts, providing insight into the zeitgeist of our times and the endless creativity of human expression.

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IMPROVING STUDENTS' SPEAKING SKILL THROUGH PROJECTBASED LEARNING FOR A2 LEVEL STUDENTS

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Abstract

This research is aimed at improving the speaking skills of a group of schoolchildren who participated in the experiment through Project Based Learning. This study started by taking a pre-test from the students to determine the initial knowledge level of the students, and at the end of the



study, a post-test is taken from them to determine the final knowledge level. It is also important to determine the interests of the participants. Therefore, open and closed questions were presented to them. This will help make the lessons more interesting and effective. In the lessons, more emphasis is placed on working in groups. This study proved that the Project Based Learning method helps the B1 level students to improve their speaking skills significantly.

Key words: cooperation, educational context, active learning, creativity, communication

Introduction

Project-based learning (PBL) is an instructional approach that involves students in meaningful, real-world projects to promote learning. It is an approach to student-centred, inquiry-based learning. PBL involves students working in groups for a predetermined amount of time on a project intended to address a difficult subject or solve a real-world problem. Students produce a product or give a presentation for an audience of people to show off their knowledge and abilities.

Deep content knowledge can be developed by students through project-based learning activities. Crucially, PBL fosters the growth of 21st century abilities like communication, teamwork, creativity, and critical thinking. PBL is utilized in a variety of educational settings, such as colleges and high schools.

While focusing on project implementation, schoolchildren are involved in research, hands-on, creative, educational and cognitive activities, which can positively affect their motivational sphere. Moreover, in the process of working on projects, children collaborate in teams, which means effective development of personal communication skills. In addition, they are also immersed in a creative environment inspiring them to mobilize their individual's external and internal resources for the best creative problem-solving. Therefore, we may conclude that project-based learning is an opportunity to develop a child's creative and critical thinking as well as empower and challenge a young learner to raise their confidence, self-esteem and autonomy (Fried-Booth, 2002).

Literature review



Several studies have underscored the benefits of PBL in fostering language acquisition. According to Thomas (2017), PBL provides students with authentic, real-world contexts for language use, promoting meaningful communication and engagement. Furthermore, Barros et al. (2019) emphasize that PBL facilitates the development of both linguistic and non-linguistic skills, such as critical thinking, collaboration, and problem-solving, which are essential for language proficiency. Moreover, PBL offers opportunities for personalized learning and autonomy. As noted by Johnson (2018), PBL allows students to pursue topics of interest, thereby increasing motivation and investment in language learning. Additionally, Wang and Hsu (2020) argue that PBL encourages learner autonomy, as students take ownership of their learning process through project planning, execution, and reflection. However, challenges exist in implementing PBL effectively. Some scholars, such as Smith (2019), highlight the need for adequate teacher training and support to facilitate successful PBL implementation. Furthermore, issues related to assessment and evaluation in PBL contexts have been noted by Brown et al. (2021), suggesting the necessity for innovative assessment strategies aligned with the nature of project-based tasks.

Methods

The project-based approach intensifies the student as the object of the action, achieving their personal potential, which makes teaching and learning relevant. It offers fruitful instructional activities, fosters an environment that encourages student innovation, and increases the effectiveness of the educational process. In essence, the project technology is an interactive learning experience where students adopt and embody various social roles and get ready to apply these roles to solve problems in real-world interactions.

The main objectives of the project-based method could be considered as providing self-service learning for students in the process of solving practical tasks or problems that arise in different areas of their professional activities, development of the creative potential of a student, developing the skills to debate, defending own point



of view, being respectful to the others, making informed conclusions, being able to argument own statements, analysing and simulating a situation, carrying out sociological studies, working with sources; forming of attitudes towards such values as responsible decision-making, tolerance, compromise, commitment to self-education and willingness to improve social life. The teacher here acts as a coordinator, an additional source of information and a mentor (Pakhomova 2004).

The project technologies used both in classroom and extracurricular work with students studying a foreign language means giving them opportunities to practically adopt a foreign language to their future professional activity. That promotes planning and goal setting abilities in terms of activities in a foreign language, motivates learning a foreign language, stimulates individual work (Shamov 2008).

The projects we offer to our students partially function as communicative tasks to make sure the knowledge gained in studying a topic or a course, applied in the educational and real communicative tasks (Sergev 2003).

The experiment was conducted with 6th grade students. Before the experiment, a pre-test was taken from them and the results were calculated, and then the experiment began. Before that, a questionnaire was prepared in order to determine their interest in the organization of the lesson, and their percentage was calculated based on the answers received. This method was used in classes, for example, group projects “role-playing”, “story telling”, “Information project” were used.

Projects involving role playing and gaming typically do not have a set framework at first; they are left open until the task is completed. Participants assume roles that are specific to the project and its contents. The outcome of these initiatives may be established at the start of the project, altered during the course of the activities, and, at the conclusion of the job, eventually become tangible. In reality, the majority of projects are undoubtedly mixed. They possess all of the aforementioned qualities, which show themselves in different ways depending on how the project is being prepared and presented.

Results and Discussion



The problem on which the project is built has already been mentioned. In order for the students to address this difficulty, they must not only be proficient in a foreign language but also have the necessary and appropriate topic knowledge. Furthermore, the students need to possess specific intellectual, creative, and communicative abilities, such as the capacity to extract data from a foreign language, evaluate data, and draw inferences and generalizations.

After the one-month experiment, a post-test was taken from the students. The results (75%, 80%) show that their speaking ability has increased significantly. Thus, using the projects requires a significant preparatory work, which is not only the teaching foreign languages, but also is a holistic system for high school training (Yermakova at al. 2014)

Projects included in traditional courses, constitute the most appropriate option for integration of project methodology in educational process, because they provide the use of the material of the course to organize the autonomy work of students. It is important to ensure that projects focus not only the external 2130 I. A. BONDARETÎN ET AL. (visual) result, but also observe the basic principles of the project-based method implementation and organically solve problems of educational and creative nature (Yermakova at al. 2014).

After carefully considering all of the material provided, we can say that the project method is one of the most significant advances in language acquisition today. While none disputes that project work may effectively address all training-related issues, it is a useful antidote to boredom. It helps pupils become more conscious of who they are as members of the group and expands their language proficiency. Utilizing the foreign language skills learned in previous classes is another genuine benefit of this assignment.

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ENHANCING PRAGMATIC COMPETENCE THROUGH DISCOURSE COMPLETION TASKS

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Abstract

This paper explores the effectiveness of Discourse Completion Tasks (DCTs) in teaching pragmatic competence, focusing on their role in language acquisition and development. The study delves into the theoretical framework of pragmatics and the significance of pragmatic competence in effective communication. Through a comprehensive review of literature and empirical evidence, this article highlights the benefits of employing DCTs as a pedagogical tool in language classrooms. By integrating DCTs into language instruction, educators can enhance learners' ability to understand and produce contextually appropriate language, thereby fostering effective communication skills.

Keywords: Discourse Completion Tasks, pragmatic competence, language acquisition, effective communication, social contexts.

Effective communication involves not only linguistic proficiency but also pragmatic competence, which encompasses the ability to use language appropriately in various social contexts. Pragmatic competence has been essentially recognized as one of the factors to perceive learners' communicative competence. Many research studies on pragmatic competence have affirmed that even proficient English learners often use language inappropriately [1,21]. Therefore, pragmatic competence plays a crucial role in language acquisition and development, as it enables individuals to convey intended meanings effectively while considering the social and cultural norms of communication. The Discourse Completion Task (DCT) is probably the most widely used data collection instrument in cross-cultural pragmatics, a field of enquiry that compares different speech acts across languages, and in interlanguage pragmatics, which examines learners' pragmatic competence and development [4,229].