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can be used to create vivid and memorable images, evoke associations and emotions, and develop character in fiction. By understanding how to use metonymy effectively, writers can create more engaging and impactful stories.

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THE IMPORTANCE OF L1 IN LEARNING LANGUAGE THROUGH TRANSLANGUAGING

Annotation: in this article, we discuss the role of the L1 in learning foreign languages through translanguaging. Today, in our country, appropriate measures are being taken to improve the education of young people, to further develop the scientific potential of our future owners, and many decisions are being signed in this regard. In particular, in order not to lag behind the demands of the times, to easily assimilate the ever-developing world experience, and to increase the exchange of intercultural experience, the methods of teaching foreign languages are widely used in practice.

Keywords: *translanguaging, language learning, mother tongue, the English language, methods, potential, phonetics, grammar, lexicology, language construction.*

Аннотация: в этой статье мы рассмотрим Роль родного языка в изучении иностранных языков с помощью перевода. Сегодня в целях совершенствования образовательного воспитания молодежи в нашей стране, дальнейшего развития научного потенциала наших будущих обладателей проводятся соответствующие мероприятия, многие подписывают решения по этому вопросу. Особенно широко внедряются в практику методы обучения иностранным языкам с целью не отставать от требований времени, легкого усвоения все более сложного мирового опыта, увеличения межкультурного обмена опытом.

Ключевые слова: *изучение языка, родной язык, английский язык, методы, потенциал, фонетика, грамматика, лексикология, языковая конструкция, сравнительный метод.*

Annotatsiya: ushbu maqolada biz xorijiy tillarni translanguaging orqali o'rganishda ona tilining o'rni haqida fikr-mulohazalar yuritilgan. Bugungi kunda vatanimizda yoshlar ta'lim tarbiyasini yaxshilash, kelajagimiz egalari ilmiy salohiyatini yanada rivojlantirish maqsadida tegishli chora-tadbirlar olib borilib, bu borada ko'plar qarorlar imzolanmoqda. Ayniqsa, zamon talablaridan ortda qolmaslik, tobora rivojlanayotgan jahon tajribasini oson o'zlashtirish, madaniyatlararo tajriba almashishni ko'paytirish maqsadida chet tillarini o'qitish usullari amaliyotga keng tatbiq qilinmoqda.

Kalit so'zlar: *translanguaging til o'rganish, ona tili, ingliz tili, usullar, salohiyati, fonetika, grammatika, leksikologiya, til qurilishi, qiyoslash metodi.*

Introduction

Translanguaging is a teaching strategy in which students are encouraged to use their own language in learning a particular language. The concept of translanguaging was first used in 1994 by Welsh teacher Gene Williams, who refers to the practice of alternating between English and Welsh in language classes. Williams tells her students to use their full knowledge of both languages to deepen their knowledge of both languages. Baker (2011) was the first to translate this term into English, defining it as the knowledge accumulated through creating, experiencing, understanding, and using two languages' (Baker, 2011:288). Since then, this definition has been expanded by scholars who recognize the ability of multilingual speakers to switch languages, the use of two different languages is done by bilingual people to connect the world around them. Translanguaging develops understanding, which helps the weak language to develop.

Literature review

In revealing the researched topic, we read "Translanguage: Language, Bilingualism and education" by Ofelia Garcie, Tove Skutnabb-Kangas, and Maria E, "Translanguaging: Theories and practices" by Li Wei, "Mother tongue-Based Multilingual education: The West African Experience" by James Essegbey and Ayo Bamgbose. These literatures contain important information on the topic and served as an important factor in revealing the topic under investigation.

Research Methodology

Studies have shown that studying in one's L1 and students taught to write read in their mother tongue and language better than those who were not taught to write they will have. Because L1 is for language learning Creates a solid foundation and language for students help to understand grammar and syntax will give.

The Purpose of Using Translanguaging divided into four different aspects by:

1. Support students in working with and understanding complex content and texts
2. To provide opportunities for students to develop linguistic practice for an academic context
3. Making room for students' bilingualism and ways of knowing
4. To support students' bilingual identity and socio-economic development.

Applying these four different aspects allows students not only to develop their mother tongue skills, but also to develop their English skills.

Translanguaging also gives students the freedom to feel proud of their Li and feel they need to tone down their LI in order to succeed in an academic environment.

When learning translanguaging in the classroom, it is important that the cultural aspect and native language of the student are valued..

Analysis and results

In addition, the L1 acts as a bridge between cultures and identities. Learners not only learn language through their mother tongue, but also cultural values, customs and beliefs they learn.

When children learn and use their L1, they also have their own community and a sense of belonging and connection to the heritage. Research shows that students learn new vocabulary and grammar understanding, comparing languages and understanding tasks and instructions has a positive view of the practice of translanguaging in helping (Tumbull, 2018; Masood, 2019, Scopich, 2018, Neokleous, 2017; Rivera & Mazak, 2017; Rosiers, 2017; Scopich, 2018; Tumbull, 2018). For example, Turnbull (2018) a study conducted by showed that English in Japan Japanese university students of mixed skill level (18-20 years old) studying mostly viewed translanguaging positively. Data through questionnaire gathered and the participants are wide from translanguaging in English classes it was found that they used They reported using Japanese mainly to understand grammar and vocabulary. In addition, they found it useful for comparing the two languages, asking questions, understanding English dialogues and texts, and writing study notes.

Conclusion

In short, L1 plays a decisive role in language acquisition and development. It creates a basis for learning other languages, for the development of cognitive abilities helps and is the main aspect of cultural identity. As language teachers that we recognize the value of the L1 and the language skills of our students and we need to promote multilingualism to develop cultural identities. First, the L1 provides a solid foundation for language acquisition. A student's first language experience profoundly shapes their language development and their cognitive development has a long-term effect. In fact, studies show that the L1 early learners who learn at the age of 18 years are more successful in acquiring other languages later they win The L1 serves as a mental anchor that helps student understand their new language and allows communication between the first language. This is a word to better understand the language leads to the development of wealth and general language skills.

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