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**ABSTRACT**

of the dissertation for the degree of Doctor of Science

**STRUCTURAL-SEMANTIC CHANGES IN  
INTERFERENCE PROCESS  
(on the basis of the materials in Azerbaijani and English)**

Speciality: 5704.01 – The theory of the language

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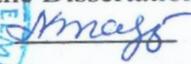
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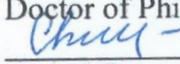
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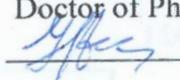
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## INTRODUCTION

**The actuality and the usage rate of the research work.** In modern times, globalization also manifests itself in language, as in all areas of life. Thus, the processes in society strengthen the interaction of the languages. Learning the second language, along with the mother language, is a requirement of time. For this reason, bilingualism is widespread. In the second language, the inter-phenomenon occurs first in the language. Interfering is one of the languages that interacts with one another, as well as the norms in other languages. However, this process has not only emerged with globalization. Languages that served people during his historical development have come into contact with each other and these relationships have resulted in a different outcome. In order to be able to communicate with the language, individuals who represent these languages must be in contact, for which there must be some historical background and ground.

Speaking about language development in linguistic literature, it speaks of intralinguistic and extraterrestrial factors. Interrelationships are largely absorbing factors. These factors, in general, cover all social relationships. *Interrelations between kinship languages, as well as non-kinship languages emerge in the borders with them, arise in the basis of economic and cultural relations.* From this point of view, identifying languages that are interconnected at different times, at the same time, requires a historically economic and cultural lifestyle of those carriers. As a result of social relationships, contacts are made. At the same time, there is no social relationship or community without inter-language relations. Social relationships are not externally communicated and their existence is unavoidable. Because social relations themselves can not exist outside this communication.

As already mentioned, the demand for foreign languages is increasing steadily. It also shows itself in all aspects of our lives, especially in science, technology, economy and culture. Independent Azerbaijan is expanding its relations with other countries day by day. Particularly important is the access to the international community in the formation of the intellectual level of the growing generation of

young generation, familiarization with world culture and different fields of science, the use of computer technology in education, the integration of Europe into the world of education, education and teaching. Free and independent work of students in the educational process in higher and secondary vocational schools has had an impact on training, education quality improvement, and more exciting workshops.

Studying the language norms in the language learning through the second language is one of the most important problems in modern linguistics. For this reason, all levels of language should be explored in order to fully clarify the interference that occurs during the interaction between the Azerbaijani and English languages. The investigation of this issue can be solved by learning the different levels by combining both languages. Since this process is the first occurrence of oral speech, interference should be investigated in more detail, but interference in written language can be encountered during long-term interaction, especially when students write essays in English and find interference in the lexical-semantic and syntactic system of the language.

The study of the various elements of the language in the learning process of the new language material during the study of the foreign language is observed with the violation of the phonetic, lexical and grammatical norms of that language. An individual who begins to learn a foreign language first attempts to learn the characteristics of the language he / she is learning according to native language norms. In this case, native language is expressed in two ways in relation to the learned language. In the first case, any two languages have similar features that have a positive impact on learning the new language. On the other hand, the distinctive features between languages make it difficult to learn new languages, and the habits of the native language hinder the learning of the new language. Meanwhile, interference occurs.

As you know, modern English language is studied at the main international level and we feel it in our daily lives. The development of international relations and the function of the foreign language among them, the study of world culture in the English language show itself in the speech of the learners of English in Azerbaijan. These relationships are most commonly seen in the fields of foreign companies, firms and

organizations. We can see all this in our everyday life. All of the above-mentioned causes modernize the study of interference cases in the language system based on the materials of Azerbaijani and English languages.

**Object and subject of the study** is the exaggeration of the norms in the learning process and ways of their solution. Is the process of teaching a foreign language, as well as normative grammar and teaching materials related to Azerbaijani and foreign (English).

**The aim and the tasks of the research** is to conduct a comprehensive study of the interrelationships of the mother language and foreign language. From this point of view, it is more relevant to study the following interrelationships:

1. The theoretical basis of the interference phenomenon should be defined, to identify the interference phenomena during the language interactions, to identify complex language phenomena, to define the interrelationship of mother language in teaching English, to learn the roles and characteristics of the mother language in the study of the second language;

2. To give an accurate analysis of the interference in the learning process, to clarify the causes of interference in Azerbaijani and English languages, and to define the types of interactions that existed between them in their relationships;

**The methods of the research:** Methods of comparison, reconciliation, and traditional impact, comparative-typological and experimental methods were used in the research process.

**The basic provisions giving to the defense.** The following provisions shall be brought to protection in the investigation:

1. It is important to determine the linguistic status of interference in all language levels. Interference should be clarified as language event, phonetic level interference analysis, lexical level interference analysis, interpersonal analysis at grammatical level, interfering at morphological and syntactic level, and semantic level interference understanding and specification should be opened.

2. Interpretation of the interference should be given at the syllabus and at the textual level. Such analyzes in the simple sentence

interference; as well as interference in the complicated sentence (including those contained in tabs and tablets). At the same time, all the features of the textual interference should be identified and analyzed.

3. Broad analysis of interference in the translation process. To do this, the problem of grammatical mastering of word and word combinations should be clarified, to show the interrelationships in frazeological associations and idioms, and to clarify the correct learning of the meanings of the proverbs and sayings in the interference process.

**The scientific novelty of the research** is to clarify the cause of the interference phenomenon during intercourse between two languages (Azerbaijani and English) at all levels of language and correctly apply the teaching of foreign languages. For the first time, the linguistic status of interference in phonetic, lexical, morphological and semantic levels, as well as the meaning of the interference phenomenon at the sentence and text level are studied in the Azerbaijani linguistics. The impact and interactions of the interference in the teaching process and in the context of it are determined.

**The theoretical and practical importance of the research** is theoretical knowledge of the interference phenomenon that occurs during our language intercourse, and can also be related to the use and application of this theoretical knowledge in the foreign language teaching process. In general, the interference theory can be characterized as a combination of theory and practice.

**The approbation and the applying of the work:** The dissertation was carried out at the Department of Theoretical Linguistics at the Institute of Linguistics named after Nasimi of ANAS. More than 40 articles have been published in this direction, 12 of them have been published abroad, two monographs, and scientific reports have been made at conferences and seminars.

**The name of the organization where the dissertation has been accomplished.** Dissertation is performed at the Department of Theoretical Linguistics of the Institute of Linguistics named after Nasimi of ANAS.

**The volume of the structural sections of dissertation separately and the general volume with the sign.** The thesis consists

of an introduction, three chapters, the conclusion, the literature used. The introduction of dissertation consists of 6 pages, the first chapter is 106 pages, the second chapter is 73 pages, the third chapter is 47 pages, the conclusion is 6 pages, the literature section is 22 pages. The dissertation consists of a total of 256 pages, consists of 429, 408 symbols.

## MAIN CONTENT OF THE RESEARCH

The actuality of the content is based, the object and the essence, the aim and the tasks, the scientific novelty of the research, the basic provisions giving to the defense are defined, the theoretical and practical importance, the method and the ways is expressed, the information about the approbation and the structure of the research is given in the "Introduction".

**The first chapter of the thesis called "The Linguistic Status of Interference"**, consisting of six sections, examines all the features of the interference phenomenon. This chapter consists of six subheadings: "Interference as language event", "Phonetic level inter-ference", "Lexical level interference", "Morphological and syntactic interference", "Semantic level interference".

**"Interference as a phenomenon of language"** in the subheadings interference is examined and investigated as a case of deviation from the norm in the second language when the interaction of one language with another language. *"Interference is expressed in terms of the language and interdependence of language systems in bilingualism when learning a language or non-native language. Interference is reflected in the speech of the speaker in two languages as an excerpt of the foreign language. It can be fixed (like the characteristic of the team's speech) and temporary (like someone else)".<sup>1</sup>*

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<sup>1</sup> Махмудов, М.А. Система автоматической переработки тюркского текста на лексико-морфологическом уровне / М.А.Махмудов. – Баку: ЭЛМ, – 1991.– с. 198

*"The problem of language relations is multifactorial. A) receipts, b) mutual influence of languages; c) bilingualism; d) interference issues. All these issues are interconnected and mutually agreed. For example, any ikilillery is accompanied by interference. However, although interconnected with the problem of bilingualism, the interference phenomenon is a worthy problem".<sup>2</sup>*

Interference can also be given as a language event based on previous linguistic practice. For example, speaking experience in native language should not depend on the speaker's speaking style, and the regular presence of language events in the speech process is part of the field of interference. The "interference" in the methodology is interpreted as a negative consequence of the transmission of previous language experiences. From here it is possible to say that "interference" is a mistake, as if speaking in a foreign language, and that is the native language. Interference may be applied to all parts of the language.

Interference - as a language event, every person is regarded as an excerpt of foreign language in his speech.

Speaking about the interference, N. Mammadli writes: *"Interference is the fact that the person or the collective speaks regularly in two or more languages, breaking the language norms and creating new features as a result of communication. Here, a language model is compiled on a model of another language. Interference - is the result of the failure of language learning by the collective language; The main feature is that it is traditionally its substrate event. Interfering and acquiring words - both common semantic components (both terminology provide the process of communication with the two languages, as a precondition for two or multilillers), as well as the different meaning (interpersonal, both language and language, but not the language). Acquisition is the introduction of foreign elements, not interference, but the effect of a language on another language and, as mentioned, the lack of language learning. Contrary to traditional*

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<sup>2</sup> Rəcəbli, Ə. İnterferensiya / Ə.Rəcəbli. – Bakı: Elm və təhsil, – 2016. – s. 12

*studies, Western European researchers consider purchasing and interference as a result of a collective phenomenon”.*<sup>3</sup>

Study of foreign languages, including English, is a kind of requirement of modern life. *“Different languages (eg: English and Azerbaijani languages) are one of the key factors for interference. Therefore, in order to timely and correct the interference, it is important to first and foremost to identify similar and different meanings between the mother language and the learned language. On the basis of this, knowing the difference in the English and Azerbaijani languages is the reason for the interference factor”.*<sup>4</sup>

Different types of interference may occur in the teaching of foreign languages: 1) according to the origin of the formation - external and internal; 2) according to the nature of the mother language's transmission – direct (through), directly - by means of (instrumental); 3) for the nature of the formation - open and hidden;

4) according to linguistic nature (ie levels) - phonetic, lexical and grammatical.

Russian lexicographer Y.A. Jluktenko mentions six types of interference:

1. *” Use of foreign language materials in the context of the given language;*

2. *Creating language units on the basis of the units of the language in the context of the language of the abusive language;*

3. *Divisions of the language system units that are compatible with their foreign language cores;*

4. *The stimulating or weakening effect of the language system units on the formation of units or models of other languages;*

5. *A balancing effect on the simplest and more accurate models of a language on similar and more difficult models of another language;*

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<sup>3</sup> Məmmədli, N. Azərbaycan dilində alınma terminlər / N.Məmmədli. – Bakı: Elm və təhsil, – 2017. – s. 333

<sup>4</sup> Malkiel, B. The Effect of translator training on interference and difficulty / B.Malkiel. – Praha: – 2003. – p. 375

6. *Moving models of one language with the help of other system*".<sup>5</sup>  
"Foreign interference" is the speech of the foreign language. That is why they call it *Interdisciplinary Interference*. "Internal interference" - as a result of intrinsic imitation and analogy. Directly transferring the characteristics of a language to another language is a direct interference. That is, the signs of the foreign language are replaced by the signs of the mother tongue. Thus, the transmitted features are called *intermediate interference*. That is, knowing or not knowing the signs of a foreign language and not participating in the mother tongue.<sup>6</sup>

It is clear from this that during the direct intercourse, semantic, grammatical features and pronouncements of a language, for example, in the other languages, such as English, are spoken in the foreign language with a special national accent.

Speech errors can cause direct interference, which in turn means that the literal translation of the word passes from mother tongue into English.

"Interference is a structural change of language models in connection with the passage of other language elements. In the initial stage of the interference, there is a lexical or grammatical norm of evangelism in the style of any writer. This state of affairs can be strengthened in the castle. This applies to interference.

Some language innovations specifically related to certain concepts gradually enter the language system. *"The language literally watches them for a certain period of time; sometimes it does, and sometimes does not. For example, in the Azerbaijani language -ion at the time, the French model of positives and stanzas have been worked out, but in the process of language development they could not adapt to the sound system and were not appropriated, as a result they replaced their equivalents: position, station. Because these derivatives have already existed in our language and they are aesthetically composed.*

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<sup>5</sup> Жлуктенко, Ю.А. Лингвистические аспекты двуязычия / Ю.А.Жлуктенко. – Киев: Высшая школа, – 1974, – с. 65

<sup>6</sup> Toury, G. Interlanguage and its Manifestations in translation // Meta, – june 1979. 24 (2), – p.223-231. [www.erudit.org/revue/meta/](http://www.erudit.org/revue/meta/)>Accessed Jan. – 2012, – p. 150

*Apparently, adaptation to language is not related to genetic factors alone. Although the phonetic system of the Azerbaijani language in some sense conforms to the phonetic system of the Russian language, the lexical elements taken from the Russian language are hardly embodied in our language because these languages, which belong to the different language groups, have a specific character. Hence, lexical, phonetic, grammatical embedding as a result of language relations with this criterion is based on similarities existing in language, ready models.<sup>7</sup>*

The phenomenon of interference is basically a manifestation and influence of one language. This phenomenon is a process that interacts with the two languages at a time when language norms are violated and may be affected by other languages. Observations show that there are different types of interference.

*“Learning the new language material in studying foreign languages and studying different elements of foreign language occurs on the basis of the phonetic, lexical and grammatical norms of the language. First of all, the foreign language learns the characteristics of the language in accordance with native language norms. At the same time both languages should be phonetic, lexical and grammatical”.*<sup>8</sup> We feel the English language learned at an international level in our daily lives. The development of relations in the world and the function of the foreign language, the study of world cultures in English, and the interference of Azerbaijani and English languages. These relationships are more vivid in many areas of activity. For example: *“internet, computer, monitor, server, player, rating, limit, phone, show, shock, clip, outline, broker, business, briefing, boss, control, conflict”* such words are called internationally accepted by everyone in the international community”.

*“When studying the interference phenomenon, it is necessary to differentiate the extent of the interference, in other words, the depth of*

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<sup>7</sup> Məmmədli, N. Azərbaycan dilində alınma terminlər / N.Məmmədli. – Bakı: Elm və təhsil, – 2017. – s. 335

<sup>8</sup> Abdullayev, Ə.Z. Müasir Azərbaycan dili. Sintaksis / Ə.Z.Abdullayev, Y.M.Seyidov, A.Q.Həsənov. – Bakı: Maarif, – IV h. – 1985. – s. 258

*its language structure and its manifestation. Both are related to socio-historical and specific linguistic factors. From a social and a specific linguistic point of view, first of all, it is necessary to distinguish between interference manifestations:*

*1) Interference demonstrates the relationship of certain collectives with language or dialect carriers;*

*2) The mutual influence of native and alien systems in the alien language learning process.*

*These important differences show that in the first case, the mutual influence of languages is the result of ethnic relations, and in the latter case, there is no linguistic relationship, and in the speech of the individual there are two different languages.*

*This difference also reflects the functional value of the units that interact effectively. In the first case, the functional units are functional, meaning that two systems (or some systems) that are interconnected are used in the same functions. In the latter case, the systems that are interconnected have no functionally equivalent function: the native language is used in different functions.<sup>9</sup>*

Interference is a dynamic phenomenon and its formation depends on the stages of studying the second language and the type of dual-lily. The emergence of interference in the initial stages of the second language acquisition is more and more intensive, almost covering all levels of language. However, as the process of acquisition increases and the speech habits become more intense, interference cases begin to decline gradually and ultimately disappear.

*“The following types of interference are distinguished:*

*1. According to the shade: internal and external interference;*

*2. Characteristics of the abusive language: The direct and indirect interference;*

*3. Formation character: open and secret interference;*

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<sup>9</sup> Rəcəbli, Ə. İnterferensiya / Ə.Rəcəbli. – Bakı: Elm və təhsil, – 2016. – s. 17

4. *Linguistic nature, level: phonetic, lexical (semantic) and grammatical interference.*<sup>10</sup>

As you can see, interference can occur at all levels of the language, and its essence is that the language in which people have been acquainted for a long time cannot be separated from their mother tongue, and when speaking in a new language, it goes beyond the standards of that language. This event is called interference. Some researchers say that interference is the positive side of the language of the first language, while others only focus on the positive side. As you know, the mother tongue does not only negatively affect the second language learned.

Similarly, elements that are similar in language can also help individually when learning a new language. Other hand, if English speakers speak 44 voices, there is a total of 34 voices in Azerbaijani and most of these voices overlap. However, there are sounds in English, such as [ð], [θ], but these sounds are not in Azerbaijani. Certainly, the pronunciation of these sounds creates serious problems for the newly acquainted Azerbaijani, and in this case, similar sounds in Azerbaijani, in particular [s] and [z] are used in place of these sounds. But there are also sounds in English. For this reason, the student who is studying English speaks norms of abnormalities. *“In order to fully understand and explain the interference phenomenon, it is necessary to approach it from different perspectives. According to the method of confronting two languages in bilingual mind, researchers have bilingualism in conformity with bilingualism (bilingual and bilingual), and subordinate dualism (bilingual only speaks freely in their mother tongue and follows foreigner consciousness divided into two places).”*<sup>11</sup>

*“According to V.Y.Rozentsweig, subordinate twinning is of great interest for the theory of language interactions. The duality of a person*

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<sup>10</sup> Mahmudov, M.Ə. Azərbaycanca-rusca, rusca-azərbaycanca lügət / M.Ə.Mahmudov, L.M.Kərimov. – Bakı: Azər nəşr, – 1991. – s. 71

<sup>11</sup> Бондарко, Л.В. Опыт описания свойств фонологического слуха / Л.В.Бондарко, Г.Н.Лебедева. – Москва: Наука, – 1989. – с. 227

*who freely uses two languages (coincidental dualism) is also beyond interest. But in the meantime, the issues are fundamentally different”*.<sup>12</sup>

"Interpretation of the foreign language elements or structural models of mother tongue in interpersonal relationships is interpreted as a diffusion phenomenon. The initial conditions for the occurrence of the diffusion phenomenon are, of course, the transition of bilingual people from one language to another. This passage does not reflect any change in linguistics yet. The essence of the diffusion process is divided into two stages: a) interference; b) Integration.

There is still a clear boundary in linguistics between interference and integration. In such cases, researchers rely on the sequence of use of the process. Circumstances that are episodic in the language, but only as a result of language interactions, are the area of interference. In the new system, which is no longer innocuous, consistent with the new system, is the integration phase. In the initial stage, linguistic change by bilingualism is perceived as excessive, and this can also turn into a norm in the future (also capable of transformation). In this case, abstinence does not seem to be in the language, and it is already in the integration phase, becoming part of the language. When the members of the second language element accept the word as a native word, the word is considered to be the stage of integration. An example of this is *the school, book, letter, Mohammed, Ali, Fatima, fasting, prophet, mosque, science, scientist, training, Muslim, line, artist, family, love, lover, organization, divine, teacher, music comfortable, relaxed and so on*. words can be shown. So, their acquisition can only be determined by experts in this field. The same should be said about phonetic, morphological and syntactic changes. As a result of the effect of contact in speech, episodic occurrence and occurrence of non-occurrence (non-language expression) relate to interference. This is an example of many Russian words in Azerbaijani. **For example, vabshe (generally), a plyaj (beach), fortochka(winding), kholodilnik (refrigerator), a parking lot (bus stop), shofer (driver), tormoz (brake), butka (a**

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<sup>12</sup> Розенцвейг, В.Ю. Языковые контакты / В.Ю.Розенцвейг. – Ленинград: Наука, – 1972. – с. 10

shop), **prosto** (simply), a **zakaz** (order), **prava** (driving license), etc. We often encounter such cases in our daily lives. **For example, let go and open "fortochka", we'll go to "plyaj" tomorrow, "Vabşe" you do not say truth, Go to "butka" and buy a pound of candy, stop in "Astanovka", Today I got my prava (driving license), come and accept my "zakaz) (order), our shofer (driver) "has not yet arrived and so on.** Moreover, the Azerbaijanis, who are weak in Russian, say, "I ask you to split" with the effect of "I ask you". Or, the Russian-speaking (Russian) linguist who speaks poorly in the Azerbaijani language expresses its meanings in the morning, in the evening, in the past year. It is noteworthy that this does not just happen in the speech of the bilingual. Other people are also able to speak in this form. Such cases are also found at syntactic levels. For example, **people doing this, they are punished**, and so on. These cases are more commonly found in the translation literature. Certainly, it is clear that such expressions are beyond the grammatical norms of the Azerbaijani language. As you can see, the word is then translated into the integration phase, and it can be said that the speakers in the language community will no longer feel its foreign character and consider it to be a specific element of its language system with its original units.

In a number of studies, the differences in the two languages of mutual influence are differentiated. *"Thus, it is expedient to adopt the norm of interference in the second language, with the effect of the first language. The excess of norms occurring in the first language with the effect of the second language is expressed by the term intercalation "*<sup>13</sup>

Phonetic and phonological, grammatical and lexical interference are distinguished depending on which linguistic level of interaction occurs between the languages.

When explaining the interference, psychologists explain how to transfer the previously acquired habits. When dealing with new problems, a person who is learning a new language is using the same skills he has previously learned to deal with, or, more precisely, the previously

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<sup>13</sup> Heydərov, R. Dillərin inkişafında dil əlaqələrinin rolu / R.Heydərov. – Bakı: Elm və təhsil, – 2013. – s. 56

acquired habits can cause certain obstacles when learning a new language.

*Speaking of interference, A.Rajabli mentions six features:*

*1. Interference is a complicated and objective mental process that exists during communication.*

*2. The nature, the manifestation and the degree of diffusion of interference depend not only on the structure and the system of languages that come into contact, but also on the method of winning bilingualism.*

*3. Many linguists think that there are exterior (hidden) and hidden types of interference according to the nature of manifestations; There are phonetic, grammatical (morphological and syntactic) and lexical interference in the field of distribution.*

*4. Interrelationship is less noticeable in relation to kinship languages, but more stable; on the contrary, interference in different systemic languages is more promising, but less dependable.*

*5. It is not easy to determine the extent of the interference phenomenon and the extent of propagation. The existing research methods of interference (observation, survey, self-observation, writing on the magnetic tape, etc.) do not always provide objective and reliability with the clarity of this phenomenon.*

*6. Interference research is of great importance for the development of bilateralism and, in general, the relationship between languages during modern globalization”<sup>14</sup>*

In the subheading of “**Phonetic Interference**”, interference covers all levels of language and, in particular, in the phonetic sense of the word (in the narrow sense of the word). The main reason for the interference is the different systems of languages that are interconnected. These languages are different from each other, with different phonemes, different intonations, and grammatical categories. All these differences are factors that cause interference. In the process of mastering the second language, bilingual consciousness always has two languages - the systems of the native and alien languages are

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<sup>14</sup> Rəcəbli, Ə. İnterferensiya / Ə.Rəcəbli. – Bakı: Elm və təhsil, – 2016. – s. 32

interconnected. *“In this interaction, especially in the early childhood, in the process of mastering the second language, the model of both languages is subject to reconstruction. However, the structure of the language studied under the conditions of subsequent bilingualism (when studying the second language after mastering the mother tongue) is subject to great change. In this case, the effect of the native language on the second language is strong enough.”*<sup>15</sup>

As already mentioned, linguists dealing with bilingualism, unambiguously indicate that interference occurs more phonologically. This, of course, is due to the fact that in the interconnected languages the first phenomenon has been observed in the phonetic system. Many of the linguists have even been interfering with the language as an excerpt of the foreign language, and claimed that interference was only in phonetics. For this reason, phonetic level interference is of greater interest in linguistics.

There are two languages in the world so far that phonetic systems are exactly the same. *“Therefore, attempting to say any word in a new language requires a re-articulation of articulation habits. But when introducing the new language, each individual accepts the foreign language sounds from the “phonetic system” of his mother tongue”. This is the main cause of fone-tone interference. “The causes of errors in the language of hearing-learning and expression habits depend not on the acceptance or exerting organs, but on the contrary in the foci of the languages of the languages in question. In other words, mistakes are made in the speech, but its reasons are based on the phonological system of languages that are interconnected and, according to their origins, these are related to the language system. This is what N. S. Thrubetskoy calls “filter”.” In his opinion, the voices of the native language receive false phonological interference, as they pass through the “filter” of our native language”.*<sup>16</sup> The phonetic system of the other is not just phonemes, but the phonetics also has intonation, emphasis,

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<sup>15</sup> Heydərov, R. Dillərin inkişafında dil əlaqələrinin rolu / R.Heydərov. – Bakı: Elm və təhsil, – 2013. – s. 31

<sup>16</sup> Yenə orada, – s. 27

and other specificities. Undoubtedly, all these features of the first language go to the second language at the earliest times of the second language study. Speaking about the causes of phonetic interference, researchers note that it has been created through the influence of various factors: *"Paradigmatic factors within these factors are important. The mutual analysis of the languages allows the determination of significant phonological interference. Therefore, the "paradigmatic interference" is the main issue in which the phonological elements in the two languages are identified and the location of each phonemic in the language system, and the phoneme's relationship to the phoneme of the associated system to clarify. The purpose of this type of study is to examine the quality and quality of the equivalent and non-equivocal elements in both languages"*.<sup>17</sup> The quantitative and qualitative aspects of the non-equivalent languages are in the paradigmatic framework to provide a framework for potential intervention will make. The paradigmatic voice interference has the following types: phonetic substitution, nododecurity, periphery and reinterpretation.

1. Phonetic substitution occurs when a second phoneme system communicates with a phoneme of the first language. For example, English / b / □ corresponds to / b / in Azerbaijani: **black - bank**.

2. Inadequate differentiation is not distinguished by the fact that the two phonemes of the second system differ from their equivalents as separate phonemes in the first language. Meanwhile, two different phonemes of the second language (sometimes even three phoneme) are expressed in a phoneme in the first language.

Eng.----(th) -----Az.(s)

Eng.----(s) -----Az.(s)

In other words, although - **th** and the phonemes of the **th**-letter combination in English have different sounds, both of these sounds in Azerbaijani are pronounced as [s].

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<sup>17</sup> Верещагин, Е.М. Психологическая и методическая характеристика двуязычия (билингвизма) / Е.М.Верещагин. – Москва: Наука, – 1997. – с.138

*“The majority of bilingual conditions are accompanied by the interconnected interaction of phonological systems. In bilingual speech, the bilingual person faces many problems. The expression of any word of the foreign language requires the articulation habits to be rebuilt in a certain space”*<sup>18</sup>. In the constant and massive duality, "bilingual" people should learn the absolute new voices and adjust their new intonation patterns. In addition, individuals should always have the ability to prepare two complex articulation traits, and have the ability to move quickly from one to the other.

The person who started to learn the foreign language seems to be the basis for the entire language of the foreign language, which is another kind of sounding, understanding and process.

*“Such people hurry to learn what to say and do not pay much attention to the sound. While mastering the new language, they continue to use the articulation habits of their native languages”*.<sup>19</sup> Foreign language analysis in the natural forms of language contacts has a great deal of difficulty. In each case of communication, a speech that begins to learn a new language and does not have a full stream of speech on the individual who does not have spoken experience. Therefore, the phoneme can perform various shades and variants. For example: - Comparing the words "bag" and "box", the phoneme of the first word [b] is used to describe the [ph] phoneme in terms of the phoneme's pronoun, although the lips are in neutral, The lips are relatively flattered in their pronunciation. *“Therefore, it is necessary to pay particular attention to correct pronunciation of phonemes while studying English”*.<sup>20</sup>

The fundamental differences above are the reason for the interference process to occur in the phonetic system of both languages. Any language-learning student must first know the phonetic system of

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<sup>18</sup> Залевская, А.А. Межъязыковые сопоставления в психолингвистике / А.А.Залевская. – Калинин: Изд-во Калининского университета, – 1979. – с. 57

<sup>19</sup> Любимова, Н.А. Фонетический аспект общения на неродном языке / Н.А.Любимова. – Ленинград: Наука, – 1988. – с.97

<sup>20</sup> Бондарко, А. Грамматическое значение и смысл / А.Бондарко. – Москва: Наука, – 1978. – с.71

the foreign language and the phonetic system of his mother tongue. *“At the initial stage, foreign language learners cannot distinguish between their native language sounds and foreign language sounds. That is, the weakness of sensitivity creates the wrong pronunciation and interference occurs”*.<sup>21</sup> In this case, let's look at three theoretical aspects of interference:

1. Sensitivity level;
2. Based on experience based level;
3. According to the result.

-Speaking of interference on the level of sensitivity it should be noted that the person who started learning a new language does not hear well-pronounced sounds and therefore does not pronounce the regular sounds correctly, that is, every time he accepts different sounds. *“Because at the initial level the individual tries to understand the words he / she is hearing, and the sounds just go to the second.*

*- Based on the experience-based base level, the student is good, but does not pronounce correctly.*

*- As a result, he hears well, pronounces correctly, and does not make any phonetic error, increasing interference”*.<sup>22</sup>

Such a violation of language systems is evidenced at all levels of speech in foreign languages as a result of interference. Thus, interference is an integral part of the slowly occurring process, influencing every element of this or that language in the accepted language system. *“This process is called diffusion in linguistics. Diffusion has two main stages: 1) Interference; 2) integration”*.<sup>23</sup>

There is a violation of language norms at the interference stage. Gradually, this process becomes integral. *“That is, the accepted words are not felt like passage in another language, and the collective does*

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<sup>21</sup> Бондарко, Л.В. Интерференция звуковых систем / Л.В.Бондарко – Ленинград: Изд-во Ленинградского университета, – 1987. – с.143

<sup>22</sup> Джапаридзе, З.Н. Некоторые вопросы перцептивной фонетики // Вопросы анализа речи. – Москва: Наука, – 1979, – с.38

<sup>23</sup> Yiorgi, A. Tense and aspect: From Semantics to Morpho-syntax / A.Yiorgi, F.Pianesi. – London: Oxford University Press, – 1998. – p. 212

*not accept it as the word of the foreign language, but in the native language”.*<sup>24</sup>

In the subheading "**Lexical Interference**", the changes in the words that are included in the lexical system of the language are considered. The effect of languages is, first of all, in the negotiation process. Obtaining words is one of the most obvious examples of building relationships and common values between languages and cultures. Therefore, the study of relationships between different languages should start with the investigation of words, word process, and a number of introspective and motivating reasons for passing words from one language to another. This does not allow the interference phenomenon to occur.

*"In most cases, the interference process is investigated in a lexical system that directly reflects changes in the socio-political, economic, and cultural plane. It is easier to classify words and terms in the lexical system, to learn the frequency, function, and style of the process. As classical linguists point out, linguistic sciences can be understood even by words from other languages".*<sup>25</sup>

*"Due to the double-character nature of the word, the similarity or expression plan between words of the two languages can either form or content plan (meaning), or both. Thus, there are four types of languages that can be attributed to the theoretically in contact (languages). This also allows you to divide the whole lexicon of these languages into four classes".*<sup>26</sup> Within these classes, there may be sub-skills that reflect the complexity of internal relations

Thus, it is essential to develop a model of lexical interference:

1. Describe the composition of the vocabulary in the same terms in the lexical and semantic level of the connected languages.
2. Comparing the received description and determining possible interference area.

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<sup>24</sup> Wikipedia <http://pt.wikipedia.org/wiki/> Accessed on 11 April, – p. 142

<sup>25</sup> Мəммədli, N. Azərbaycan dilində alınma terminlər / N.Мəммədli. – Bakı: Elm və təhsil, – 2017. – s. 339

<sup>26</sup> Хауген, Э. Языковой контакт // Новое в лингвистике. – Москва: Прогресс, – 1972. – с.36

3. To draw methodical outcomes from obtained results.

Because words have different meanings. These meanings can be more accurate within sentences. Otherwise interference occurs. The translation is incorrect and the meaning of the sentence in the text is distorted.

In our opinion, there are two different approaches in the theory of linguists: the meaning is met as a language. *“While applying the key word, there cannot really exist two meanings in it, because in one or another context there is only one meaning of the multilingual”*<sup>27</sup>. However, one aspect of the meaning is to describe the concept, and the uniqueness of a word means various meanings. *“The meaning of the combination of all the meanings expressed in the content is the basis. Thus, the word “head” is derived from the main, in other words, in terms of a member of the body. The so-called primary, several derivatives means”*<sup>28</sup>.

A.Kato writes: *“The meaning of the word is determined by its linguistic context”*.<sup>29</sup> Thus, *“The transition from one language to another is conditioned by certain criteria, in line with intralinguistic and extralinguistic factors. Purchase is different in terms of words”*.<sup>30</sup>

In the **"Morphological and syntactic level interference"** of subheadings are analyzed in terms of syntax and morphology. This section is more important to teach the second language. Because, in particular, the knowledge expressed by students at lower levels is examined and developed. In order to develop this knowledge, teachers are inclined to examine the writings of the students. It is known that the students make mistakes when making sentences. Of course, they make

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<sup>27</sup> Серебренников, Б.А. Структура и история тюркских языков / Б.А.Серебренников. – Москва: Наука, – 1971. – с. 122

<sup>28</sup> Сусов, И.П. Семантическая структура предложения / Автореф. дис. ... докт. филолог. наук / – Ленинград: 1973. – с. 21

<sup>29</sup> Kato, A. Error analysis of high school student essays // Accents Asia [online], 1(2), Retried from [www.accentasia.org/1-2/kato.pdf](http://www.accentasia.org/1-2/kato.pdf) on 23 November – 2011, – p. 107

<sup>30</sup> Бондарко, Л.В. Звуковой строй современного русского языка / Л.В.Бондарко. – Москва: Просвещение, – 1980. – с. 22

mistakes by breaking the laws of syntax and morphology. *“Thus, now we have to analyze the morphological and syntactic errors in the interference process and identify and eliminate these errors”*.<sup>31</sup>

Morphological mistakes occur in the process of applying morphological laws in word creation. Morphological mistakes reflect students' lack of detailed knowledge of morphological laws and morphine function and meaning. These errors can be illustrated by incorrect submission of non-grammatical sentencing structures, phrases, phrases and sentences that result in incorrect processing of verbs. Thus, the interference of the mother tongue and the inaccuracies of the laws in the second language can serve as an example. These are the basis of the teacher's experience. If we compare, the lexical, second and third year students of the first year students have a lot of syntactic errors. *“Teaching shows that most common mistakes are related to syntax, causing it to be incorrectly used and misleading words and time forms”*.<sup>32</sup> In addition to the mother tongue, the second language (English) is a grammatical interference phenomenon. The errors in the morphological and syntactic levels of the language learned during this period show itself. Sometimes the analysis of students' mistakes shows that they are divided into two main categories: Intriguing and subtle. The mistakes that are divided into semiconductors, each of which corresponds to each of the two major categories, also demonstrate in examples. For example: relapsing mistakes: include grammar (severity, febrile), verbal interference or influence (addition, improper handling, complete release) here; general understanding of intrinsic errors, functioning of the art (addition, mistakenly, misspelled), letter-reading, and so on. *“The mistakes made during the interference in the morphological and syntactic level are mainly related to feud, branch sentences, envelope sentence sentences, sentence structure, remnants,*

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<sup>31</sup> Баскаков, А.Н. Структура простого предложения в тюркских языках / А.Н.Баскаков. – Москва: Наука, – 1984. – с. 232

<sup>32</sup> Pozos-Quinto, David. Sign Language Contact and Interference: ASL and LSM // Language in society, – 2008. 37:2, – p.161-189. USA: Cambridge University Press. From ([daviddqp@uiuc.edu](mailto:daviddqp@uiuc.edu).)

*promises, and connectors*".<sup>33</sup> From the examples shown for each type of error, it is possible to conclude that these mistakes occur more than words. The analysis reveals what caused these mistakes. It should be noted that the interference that occurs during the teaching of a foreign language and mother tongue is understood as a source of errors inherent in both languages. It also shows itself in the article. Now we try to analyze both syntactic and morphological mistakes, by characterizing it with examples. *"These errors occur more frequently in a written statement in the teaching process. There are two main types of writing examples"*.<sup>34</sup>

**"The interference of semantic level"** intermediate causes include a number of innovations in the lexicon of the language and the causes of many changes in language systems. Although the language itself has a rich internal ability to create a new name, there are some reasons why the word can be taken from another language. The use of ready-made material from another language is easier than changing the language in accordance with its own law, so it's easier than ever to say a new word in the language.

One of the reasons why English language acquisition is a language, the above can be taken as a basis.

For this reason, they have greatly relied on Roman merchants to refer to their notions of commercialism, including those that are new to them. *"These words are Latin-language words reflecting Roman culture. The English language history of these receipts is considered to be older, and these words form the first level of English-language words"*.<sup>35</sup> These words were mainly accepted verbally, and therefore, the number of letters in the text was smaller. For example: "wine"- "pepper"- "pear" - "pyramid", "cheese" - "butter" (Lat. - buytrum) .

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<sup>33</sup> Kirkgoz, M.Y. An analysis of Written Errors of English learners / M.Y.Kirkgoz. – Turkey: – 2010. – p. 117

<sup>34</sup> Quirk, R. Universal Grammar of English / R.Quirk, S.Greenbaum . – London: Cambridge Press, – 1982. – p.112

<sup>35</sup> Большой Англо-русский словарь: / Под ред. И.Р.Гальперина – Москва: Наука, – 1978. – с.138-142

The other part of such words is considered to be Latin-originated English-language words after the arrival of the German tribes of the British Empire in the fifth century BC, over 400 years under the Roman Empire. These revelations are the words that the Romans used in the construction and construction work. For example: "street - (strata via), port- (port.), Wall - (lat. - vallum), camp - (campus)." Geographical names, in the modern English language, ended with the end of the term "Chester" (Lat. chestrum) For example: "Manchester, Gloucester, Lancaster" etc.

The second level of the English-language passage from Latin to English is the words that were taken in the sixth to seven centuries when all Englishmen accepted Christianity. *"The arrival of new ideas and concepts in the language has resulted in the introduction of new words in this issue. Some of these types of words are Greek, but English is also available in Latin"*.<sup>36</sup> These types of receipts include the following: For example: "angel, bishop, candle, monk, priest, saint" and so on. As we have seen above, most of the words received during this period were religious. For example: "altar, apostle, canon, humn, minster, nun, pope, priest, shrine, temple" and so on.

Most of these words gradually began to be spoken in everyday language, and hence phonetic assimilation in the language. Most of the receipts were used in shortened form to be more susceptible to language. For example: "dishop -(Lat. - episcopus), minster - (Lat. - monasterium), ancor - (Lat.- anchoreta), etc. The words received during this period were not enough to carry religious character For example: "copper - (lat. - cuprum), chalk - (lat. - calcum), sock - (lat - soccus), oil - (latin - oleum), rose - Lat - camelus). Often, problems with lexical acquisitions also arise. In order to avoid problems, it is important to properly understand the lexical acquisitions, to know which language and what period of time it is received. Properly mastering the words received either verbally or in written form prevents interference.

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<sup>36</sup> Брызгунова, Е.А. Практическая фонетика и интонация русского языка / Е.А.Брызгунова. – Москва: Высшая школа, – 1993. – с.78

Thus, it is clear from the research that the English vocabulary is rich in words. Although English has taken a major part in its historical development process, it has preserved its characteristic features. However, however, the acquired words have already been formulated in their own way, and in the English language vocabulary, more and more different words are spoken in comparison to other languages.

**Chapter II is called "The Interference in the level of the Sentence and Text"** and consists of three subheadings: **"The Interference in the Simple Sentence"**, **"The Interference in Complex (Substring and Submission) Sentence"**, **"The Interference in Text Level"**. For examples: **Simple Sentence:** Present Continuous:

1. *"Please do not make so much noise. I am trying to work "- "Please do not sound too much. I'm trying to keep working. "* - Sometimes this sentence makes a mistake by running the student like *"I try to work"* - in the simplest time. Actually, this should be a time-consuming time. The idea that clarifies the duration of the movement is at the beginning of the sentence.

2. *"Where is Mark?" - "He is having a shower" - "Where's Mark? - She takes a shower.* ( at the moment of questioning, he continues this action).

3. *"Let's go out now. It's not raining any more. "* - *Let's get out now. It does not rain again. "* - That is, it does not rain at the specified time.

*"The categories are limited to certain forms of sentences".<sup>37</sup>*

*"The relationship between members in the inner structure of a simple sentence in English is clarified by their syntactic meaning, function, and condition".<sup>38</sup>* The syntactic function determines the relationship between sentence members on the basis of inter-group relationships. *"Members' sentence status is determined by the following symptoms:*

*1. Members' location in the sentence structure;*

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<sup>37</sup> Abdullayev, K.M. Azərbaycan dili sintaksisinin nəzəri problemləri / K.M.Abdullayev. – Bakı: Maarif, – 1998. – s. 187

<sup>38</sup> Корсаков, А.К. Употребление времен в английском языке / А.К.Корсаков. – Киев: Наука, – 1978. – с. 11

2. *Morphological form of members;*

3. *Whether or not helping words.*<sup>39</sup>

Timely analysis and teaching of these symptoms prevents interference by helping to properly use the language.

In the **subheading of the Interference of compound sentence** happens structural-semantic variation in the complex sentence is explained in the sophisticated compound Interpretation Interface. As we know, complicated sentences are one of the most studied in linguistics. Both linguistic investigations and actual linguistic analysis show that there is a need to clarify the complex sentence and its classification, the evolutionary process, the meaning and the grammatical relevance of the components. One of the most noteworthy issues in the field of compound sentence is their semantic side.

It is known that the study of syntactic units has been limited to learning only grammatical structures for many years.

Thus, this study was satisfied with the simple sentence, the words of sentence members, and the simplest sentence in the compound sentence, with the study of grammatical structures and, in some cases, functional analysis. However, *“each grammatical form has the content and this content is closely linked to the form”*.<sup>40</sup>

The compound sentence differs from the simple one by its specificity. Modal attitude should be of any kind.

*“There is at least two sentence components in the compound sentence that the general idea can be distributed between them at different levels, and one of the components may suggest a leading, mainstream, and modal approach to the idea. From this point of view, the branching sentence exists as a substitute for the remainder of the sentence, and expresses the attitude towards the whole sentence”*.<sup>41</sup>

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<sup>39</sup> Бархударов, С.Г. Учебник русского языка / С.Г.Бархударов, С.Е.Крючков. Москва: Просвещение, – 1966. – с. 58

<sup>40</sup> Махмудов, Н.М. Семантико-синтаксическая асимметрия в простом предложении узбекского языка. /Автореф. дис. ... докт. филолог. наук / Ташкент: 1984. – с. 23

<sup>41</sup> Еремина, К.Н. К проблеме языковых контактов / К.Н.Еремина. – Москва: Наука, – 1980.– с. 174

Structural semantics of the compound sentence allow the components to be precise not only for the normal grammatical forms of the modern language, but also for the grammatical-functional definition of constructions that go beyond the normative rules. It is a predictive unit that predicates semantic and structural unity of parties. Thus, it is impossible to agree with such an idea, which, in particular, shows itself in *“modern structural linguistics and leads to traditional grammatical studies, the unconformable form of the verb and even in some cases forming a predominant center of associations”*.<sup>42</sup> The main factor distinguishing complicated sentences from simple sentences is complexity and complexity of the structure and structure rather than complexity, multicolourism.

Thus, the same information can be given in compound sentence and simple sentence. The compound sentence is the construct of a simple combination of simple sentences of a different kind and in a structurally organic form. Even the idea is that compounds called "head and branch" are not always sentences. Even if the remainder is called the headline, after the word has been extracted from the tabular compound, in fact, this part cannot be called a sentence. So the components of the compound sentence cannot be considered a sentence, because one of them is structural-semantically incomplete.

*“The sentence appears to be a formal unit of grammatical structure and semantic load. The whole system of sentence appears in the interaction of formal and semantic sides. Researchers have found that the internal logic of the linguistic development is, in fact, true of the form of objects. Nevertheless, it is impossible to distinguish between its semantics in the structural descriptive process of any model”*.<sup>43</sup>

The intonation also performs the function of distinction in both closed and binding sentences, or more precisely, to formulate any design so that it is differentiated. One of the tools involved in the

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<sup>42</sup> Əhmədov, İ.Ə. Tabeli mürəkkəb cümlə inkişafının başlıca amili // Azərbaycan dilində tabeli mürəkkəb cümlə məsələləri, – Bakı: ADU nəşriyyatı,– 1983,– s. 175

<sup>43</sup> Seyidov, Y.M. Dilçiliyin nəzəri və tətbiqi problemləri / Y.M.Seyidov. – Bakı: Bakı Universiteti nəşriyyatı, – c.2. – 2007, – s. 317

closure of compound sentence components is the binder. Semantic division of linguistics into semantics is widely spread: Semantic and asymptotic. If semantic binders are directly involved in the formation and appearance of the meaning of the compound sentence, the asymptotic will only help integrate components into phonetic-grammatical units. This does not mean that the sentence surrounding them has a role in creating meaningful relationships. It should also be said that asymptotic binders are few in our language: "and" - ("and"); from the so-called "ki" - ("that"). The first is a "binder", and the latter is a logical consequence of being called "clarifying". Because the primary feature of all connectors is unifying.

In fact, the main function of the connector is to create the only possible semantic interaction between sentences. At the same time, this does not mean that this or that relationship between the parts of the complicated sentence is created by the same linkers themselves. However, this attitude consists of the internal logic of the complex encounter of content and grammatical factors. *"The role of connectors is that they do not give a lot of meaning to the understanding of complex sentences, and they try to clarify this structural-grammatical relationship"*.<sup>44</sup>

While defining a simple and sophisticated sentence border in modern linguistics, as well as identifying their distinctive features and specifics were considered to be some of the issues that were resolved, in our opinion, returning to this question would help resolve some of the controversial problems, including the controversial semantic-functional aspects of the compound sentence.

In the "**Text-level Interference**" subheading is noted that, speech of all human beings is built from texts rather than separate sentences. Hence, there is general generality of the text as an independent and important unit of the language. From this point on, the text syntax is learning the same laws.

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<sup>44</sup> Venuti, L. The Translator's invisibility. A history of Translation / L.Venuti. – London and New York: Academic Press, – 1997. – p. 325

The fact that the text is more complicated in terms of content is one of the main problems of linguistics.

Text is a real syntactic unit. It is formed on the basis of the laws of textual language creation. The text has its own unique organization. It is the highest and most independent unit in language. When we say the text, it is understood that the number of sentences combined with the sequence of chains, combined with the unity of the communicative position, set in the appropriate queue. *"The sequence of syntactic-semantic whole-word sentences plays a decisive role in finding the text. Such concepts are important tools for structuring the sentence relationships - lexical repetitions, pronouns, attachments, connectors, and so on. plays a key role."*<sup>45</sup> Before mentioning the mechanism of the text organization, we must note that we are communicating with texts rather than words and sentences. If we talk, it is possible only with the texts. But in the form of text and text, language is communicated among people.

According to A. Abdullayev's "Actual Membership and Text", *"the text is the sequence of sentences that have certain strictly attached commitments and is built with the help of morphological syntactic and proactive means"*. In the organization of the text, the interconnection of its components and the semantic conflict are highlighted *and the text is such that the parts are interconnected. The text of the text comes in line with its content, so that every understood sentence helps to fully understand what comes later. Thus, the text is an essential part of the syntactic level, and communicative pragmatic factors are keys to its organization. The components of the text are related to lexical-grammatical and syntactic means.*<sup>46</sup>

Interaction of languages against each other occurs when one language interacts with another language. This intervention covers all language levels, including the level of text. The text plays a very active

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<sup>45</sup> Newmark, P. A Textbook of Translation / P.Newmark. – London: – 1988. – p.78

<sup>46</sup> Abdullayev, Ə.Z. Aktual üzvlənmə və mətn / Ə.Z.Abdullayev. – Bakı: Xəzər Universiteti Nəşriyyatı, – 1998. – s. 133

and important role in building speech. Each first sentence clarifies the sentence after itself, and also helps to explain its meaning. Thus, the sequence and ringtone sentences in the speech complement the texts of any subject both in terms of structure and meaning. When the interpreter occurs, the text is subject to certain structural-semantic changes when translated from one language to another. However, the text in any language does not change the informative burden.

One major issue in the research is the textual arrangement mechanism. It is apparent that interpersonal relationships and attachments are of crucial importance on the basis of this mechanism. These relationships form the text. One of the results is that the intonation of the text is determined by the intonation of the sentences contained in it. Since intonation is a verbal element of speech, its role in writing text is weakened. However, pausing between texts is a means of coordinating rhythm texts. *“Components linking tools - lexical tools (interchange of words, repetitions, use of regular words, substitution), grammatical and morphological (connectors, adjectives and modal words), syntactic means (word sequence, sentence, syntactic repetition, synonym)”*. Each of these tools serves a number of aspects of the text's commitment. For example, morphological means (binders, adat, and modal words) provide a number of services for the commitment of the text:

- the relationship between members and the commitment of words within the text;
- attaching complicated sentence components in the text;
- to supplement the compound parts of the compound sentence;
- the creation of all relationships within the text.

Thus, it is possible to conclude that the meaning of the text within the text leads to the formation of the text. Sometimes the translation of the text is provided or is not correct. It also leads to the loss of meaning. In this regard, teaching the theoretical knowledge in the foreign language teaching process helps students to master the language well and explains the reasons for the intervention.

**Chapter III is called "Interference in the Translation Process"** and consists of three subheadings: **"Grammatical mastering of word**

**and word combinations", "Interrelation of phrase associations and idioms", "Interpretation of words and expressions in the interlocutors".**

All properties related to them are analyzed in the semantic **"Grammatical mastering of words and word-combinations"**. Several researchers have pointed out that the narrowing of their meaning in the acquisition of words is characteristic of the use of these words in their figurative sense. This idea was later criticized.

The acquisition of new quality words is related to the expansion of inter-ethnic relations, including language relations with changes in society. It is important to note the semantic structure of words in modern times, their new meanings. The enlargement of the semantic structure of translations from the English language takes place in the process of penetrating them into different spheres of life.

Getting the word into different fields affects its meaning. *"In some cases, the transition process has a new meaning, losing its original meaning at one time. In other words, there is a change in the semantics of being taken by default".*<sup>47</sup> Investigating these issues on a specific basis will give you the right results. For example, the word "business" (eng. business) was included in an expository dictionary of the Azerbaijani language, published in 1966. In the short dictionary of English words, the meaning of the word is explained as a commercial matter of personal collection. The person engaged in this activity is called "businessman". The word "tradesman" in the phrase: "merchant, cheat, entrepreneur, capitalist in the United States, trying to earn high profits". As you can see, the passage of the lexicon into the Azerbaijani language through the Russian language has had a negative connotation in the Soviet period. In English, "business" is a common word. Its main meaning is "work", "always occupied", "specialty." Another meaning of the word is "trade and commercial activity". At present, the business word used in Azerbaijani language is derived from the word "earnings".

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<sup>47</sup> Швейцер, А. Д. Теория переводы. Статус, проблемы, аспекты / А. Д. Швейцер. – Москва: Наука, – 1998.– s. 146

It is productive according to the level of development. Not only the economic sphere, it is a common lexical unit.

Speaking of interpersonal relationships, we cannot ignore the processes taking place around the world in recent years. Especially after the end of the Cold War and the polarization of the post-Soviet world, the widespread globalization, the gradual growth of relation, the development of the global Internet network, ordinary satellite television, the increasingly isolated distance education, overcoming other interests of economic interests, and the processes of language integration are of greater interest.

The computer's access to human life and the rapid development of computational techniques give rise to a daily increase in the number of words received from English in this area. "The transformation of the computer into home appliance is conditioned by the fact that acquired words are included in the general lexical layer, even though there are terminology techniques. For example: *"driver, computer, monitor, site, browsers, borders, photo shop, web site, web design, internet, internet club, internet-cafe, internet class"* For example: *"Of course I love jazz, but I do not have time. As I get started, I'm going to have to work on computers and other things. Jazz FM Night."*<sup>48</sup>

Researchers have shown that both Azerbaijani and English are widely used in English. For example, the word "boycott" in English originates in our language. This word is now being used in other languages as well. For example: the word "tank" - "tank" in English; in French - "tank"; in Russian - "tank" and in Azerbaijani as "tank".

For example, the word "meeting" is in English: 1) rally, 2) meeting, 3) congestion, 4) meeting, 5) duel, in Azerbaijan, however, this word is only used as a rally. All the features of the words and phrases must be properly analyzed and studied in a timely manner so that mistakes cannot be made during interpersonal interference. From this point of view you need to know the following features:

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<sup>48</sup> Mahmudov, M.Ə. Azərbaycanca-rusca, rusca-azərbaycanca lüğət / M.Ə.Mahmudov, L.M.Kərimov. – Bakı: Azərnaşr, – 1991. – s. 111

1. The combination of words reflects the grammatical structure of the language. A number of categories in the language (speech parts and their features, status, quantitative, affiliation, imprudence and imprudence, certainty and uncertainty, sequence of words, etc.) are included in the phrase.

2. Word-combinations provide important material and capabilities to show the stability of the grammatical structure of the language, to emphasize the grammatical tendencies of development, to make changes in the meaning of the words and the means involved in these rules.

3. Syntax is closely related to sentence issues. These are the two sides that complement the other one of the exact fields - syntax. Historically, the change that occurs within word combinations affects the general structure of the sentence. The study of the system of word combinations, the identification of the relationships between the parties are considered to be very important in the study of the relationship between sentence and sentence members.

4. Syntax is associated with lexicology, lexicography - speech creativity and phraseology. Words get a specific meaning in word combinations, in which the form and meaning of word combinations depend on the lexical meaning of the words that form it. Here, the process of translating the lexical meaning into a grammatical mean, or, more precisely, a grammatical meaning with a lexical meaning. Many of the terms are based on word combinations. Word combinations take active part in word creation and give you a base for a number of new words and phrases. "The forms of phrase formations are based on the models of word combinations and are formed on that basis. Phraseological compounds take the first stage of development from the word combinations and always feed on it.

5. Word-combinations are also related to style issues".<sup>49</sup> For example: for you -"for you", School side -"to school". Contemporary English-language vocabulary can be categorized according to the

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<sup>49</sup> Seyidov, Y.M. Azərbaycan ədəbi dilində söz birləşmələri / Y.M.Seyidov. – Bakı: Maarif, – 1992. – s. 212

components' freedom and disability. In this regard, there are two groups of words in English: 1) Components of free word combinations; 2) Components non-free word combinations.

Free combinations are real grammatical combinations and are the main and single object of syntactic teaching on word combinations. The words that form these compounds are not removed from their original meaning and, in this sense, maintain their lean independence, they become lexical-semantic and lexical-grammatical elements of the union. For example:- "boys and girls" (boys and girls); - "neither you nor me" (neither you nor me) - "either they or we" (or they or we). In other word combinations, one of the words is leading, and the other (or others) are subject to it.

These word combinations are called non-free word combinations. Fixed compounds differ from free formations. They do not have such freedom, do not have a temporary character, are formed and stabilized in the process of historical development of the language. For example: "*A country teacher*" (*a village teacher*), "*An interesting novel*" (*an interesting novel*), "*Some of the boys*" (*some of the boys*). There are also phrases that **cannot** be formed in the speech process, but exist in the form of a mixed form of language. For example: "*to have to walk*", "*to care*" (*care*), "*to fall in love*". It should be noted that these word combinations in the language are called phraseological associations and are considered to be objects of research of phraseology, which is a separate section of grammar, rather than grammar.

The phraseology units, such as the phrase "interdependence in phrase associations and idioms," refer to the events of human activity, its inner world and its psychological state. It is no coincidence that the components that make up the existence of phraseological units are more closely related to human beings. Let's not forget that human beings are exposed to the outside world and understand it. From this point of view, the universality of the main traits characterizing phraseological units is very natural and should not be surprising.

The phraseological character of the Azerbaijani and English languages is very similar to their source. Observations on a number of different

styles from ancient times in Azerbaijani language show that the quality of the phraseological units decreases relatively to the ancient languages. Some of them, especially those based on Turkish words, have a more ancient history. The investigations we have made to determine how they are used in language from the time of writing and from the written monument undoubtedly lead us to the period before the formation of the Azerbaijani language as an independent language - the period of the Orkhan-Yenisey monuments (VI-VII centuries).

The meaning of the phraseological compound is based on two components. For example: "live" - "live" and "like lord" (prince) as "lord (prince)". Both versions of the complementary parts are worthy of note, with the exception of language. *"In either case, the status of a livelier is indicated by a high level of social security. The above-mentioned meanings of these phraseological associations in Azerbaijan are not the units in Azerbaijan's phraseology. It is the English translation of phraseological units".*<sup>50</sup>

The original essay in the Azerbaijani language is expressed in phraseological unit: "khan in his fest". Compared to the corresponding English phraseology units, it is the new "national reality" here ("khan"). Moreover, it does not mean "to live" in that phraseological unit, but to use the term "paddle" expressing its original meaning in its figurative sense. This characterizes this phraseological union as a completely original unit. For example: "Shed the blood (of smb)" - "kill," "shed blood," which works in English phraseologism.

Interpreting occurs in meaningful expressions in modern English and Azerbaijani, and some of their stylistic signs occur. There are some indications that characterize idiomatic expressions. These are, mainly, the following:

1) Idiomatic expressions consist of certain word groups. Therefore, the idiomatic words do not include literal meanings of some words;

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<sup>50</sup> Баскаков, А.Н. Предложение и словосочетание в тюркских языках // Исследование по современной грамматике тюркских языков. – Москва: Просвещение, – 1987. – с. 315

2) Idiomatic expressions are literally equivalent. Because of this feature, the composition of the idiosyncratic expressions differs from some fixed constituents which, to some extent, are related to one another;

3) One of the means of expression that is a living, fictional expression has a special style character in the artistic language. The idiomatic expressions, which are colorful for their sense, lexical composition and degree of expressiveness, are used in a variety of ways for the beauty of the style as the most beautiful art expression;

4) The idiosyncrasies with high power, symbolic meaning both beautify the language of speech and art. The style of each idiom is associated with the structure;

5) The grammatical relationship between the components of idiomatic expressions is not felt. More precisely, the lexical-grammatical dependence of the words that make up the expression has been deleted, forming in the form of word combinations and sentence, which is indefinable;

6) The idiosyncratic expressions of national character have been associated with the social life and history of the people. Therefore, this part of idiomatic expressions cannot be translated into another language;

7) The majority of idiomatic expressions have a fixed word order. This integrity is related to its meaning. *“The fact that the meaning of the idiomatic expression is not taken from the meaning of individual components creates its lexical-semantic completeness. However, these signs are not permanent. There is a group of idiomatic expressions that make certain changes without breaking its meaning. Therefore, taking into account this aspect of idiomatic expressions, it can be divided into 2 groups”*:<sup>51</sup>

1. Static idioms with absolutely unchanging, strong, lexical structure, fixed words.

2. Static expressions that lead to certain lexical, grammatical changes.

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<sup>51</sup> The Cartography of Syntactic Structures: / – London: Oxford University Press, – 2002. – p. 171

Thus, it can be concluded that a literal meaningful phrase combination that is based on the grammatical laws of the language belonging to the idiosyncratic expression, which does not correspond with the meaning of the general meaning of its constituent parts. *"To shed blood, and to shed blood, to somebody else."*

Although Idiomatic expressions do not analyze the words contained in the expression of this notion, and the figurative expression does not differentiate them from other fixed-word groups, these expressions have a distinctive feature. "The idea expressed by the idioms is, however, more figurative than what the other groups of the word combinations have, even though they are given with a figurative meaning. *"It is for this reason that the idioms show themselves as the equivalent of one or another word, or more precisely, in a language such as synonyms given by a figurative meaning. It is impossible to replace any other phrase with any other word that expresses the same notion, but it is possible to use another word that is synonymous with an idiom. That is, the idioms are the synonyms that express themselves independently of any concept, which are stronger and more effective than those words"*.<sup>52</sup> Idioms are used in almost all styles of literary language. However, the most widely used area of these idioms is, of course, in artistic style and in public-political style: *To be "to fall in love with smb." - to love; "To tell someone where to get off" - to sit in place; "To come down to earth" - to descend from the sky; "To take smth. to heart" - to heart; "To fall between two steals" - stay in between two stones; "To go too many irons in the fire" - to overtake the job; "To go too far" - to quit furiously.*

Generally, talking about idioms is a large part of spoken-house lexicon, and in the negotiation process, the idea is figurative, effective, and in some cases serves to ironic-expressiveness. Thus, the attitude of the idiomatic units towards phraseology and the study of their styles make it possible to emphasize the following points:

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<sup>52</sup> The Cartography of Syntactic Structures: / – London: Oxford University Press, – 2002. – p. 171

1. Idiomatic units are the most important source of enrichment of the language's phraseology.
2. Idioms are stronger synonyms of words.
3. Idioms are a figurative, effective expression tool of thought.

Thus, it can be concluded that the phraseological units in Azerbaijani and English are composed of semantic and functional aspects of different components. Idiomatic phrases are a figurative meaningful phrase combination that occurs on the basis of the grammatical laws of the language in which the meaning is merely taken as a whole. It is very interesting to have the expression of words, which revives the speech and the language of artistic works, increasing its influence and expression.

**"The words and sayings of ancestors in the interference process"** are more widely investigated. What is the essence of the ancestors? - Understanding the reality surrounding man, he uses the words of the proverb, which is the extract of speech activity to distinguish between things and events in this reality. Each ancestor is a sign of similar occurrences, which in essence essentially occurs in the material world and in its moral reflection. Any event can be pointed out in different ways, roughly speaking - either directly (indirectly) or by the way (implicit). *"The word of the ancestors is different. For example, the proverb states of fathers refer to parables, anecdotes, and puzzles, while the word of foolish proverb is related to the proverbs and sayings".*<sup>53</sup>

The ancestors' words and sayings are also widely used in oral folklore creativity. Here are some examples:

1. Strength in unity;
2. Common word breaks the iceberg (ashug);
3. You can travel to abroad, but, homeland is good to die;
4. Bitter pain of eyes and everyone has his own trouble;
5. Control your desires with your possibilities (hand song);
6. I said lay-lay for your sleep; you're falling in a flower bed;
7. Find a deep sleep in a beautiful and comfort place.

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<sup>53</sup> Atalar sözü: / Toplayanı Ə.Hüseynzadə. – Bakı: Maarif, – 1985.– s.133

There are many difficulties in the translation of ancestral words and expressions into English. Now let us explain in detail the use of these proverbs. Each proverb is not literally translated as it is written. At this point, it is necessary to give them a philosophical meaning. *“To accomplish all of this, you need to learn the traditions and customs of both languages. It is important to know the "father's words and sayings" of these languages playing a key role here. Sometimes, when translated into English, the meaning of "fathers and idioms" is not translated meaningfully. Its true translation is in its fullest sense”*.<sup>54</sup> In other words, its meaning is often expressed in a figurative sense, not a literal translation. As we know, the words of ancestors are employed under certain conditions (at the moment). Sometimes the word "fathers" is equivalent to the language to be translated. Equivalents of ancestors may not coincide with its origin.

1. *"East or West, home is best."* - *"East or West, home is the best"*.

2. *"There is no place like home"*. - *"There is no place like his own home."*

Sometimes it is possible to use other ancestral words and sayings in Azerbaijan, except for equivalents and analogs, to compare English words with translations and interpretation, and to better understand them. For example: *"He is not laughs at him first"*. - *"They do not laugh at anyone who is laughing before himself" [i.e.: "You can forgive the man who confesses his guilt"]*. In our language, *"The sword that curses is not cut off"*.<sup>55</sup>

From all that we can conclude, the fathers are different from each other and are characteristic of both languages. From this point of view, the study of many fathers and words in both languages will help solve the problems that arise in the intervention process and fully explain the meaning of sentences.

**By summarizing the provisions of the dissertation, the following conclusion can be drawn:**

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<sup>54</sup> Abbasov, A.Q. İngiliscə-azərbaycanca atalar sözləri və zərb-məsəllər lüğəti / A.Q.Abbasov. – Bakı: Turan evi, – 2009. – s. 123

<sup>55</sup> Yənə orada, – 2009 s. 194

1. The study of the problem of the interconnection of languages in the globalized world is of great importance. The problem of language issues is a multidisciplinary issue, and involves the acquisition, the interaction of languages, bilingualism and interference.

2. The interference event, which is the primary form of language interactions, is manifested by the effects of a language in other languages. This phenomenon is a process that interacts with the two languages so that when one of the languages in which the relationship is interrupted - the effect of the native language - in other languages - the language is abnormal. Interference can be manifested at all levels of the tongue, but it also manifests itself on a phonetic level.

3. Interpretation is explained by structural differences between languages, but there are also psychological reasons. Consequently, interference is more commonly used in the methodology. Therefore, interference is studied in three aspects: linguistic, psychological and methodological.

4. In the initial stage of the study, interference is more noticeable, with subsequent stages gradually declining and disappearing after a certain period of time.

5. The study of the interconnection reveals both the negative and positive results by opening the inner language of the connected languages. In the language system such violations of law are revealed at all levels of speech in the foreign language as a result of interference. In this sense, the study of the violations of the law of Azerbaijanis, who study English, is also very relevant in the modern era.

6. Interference - is a process that is closer to the meaning of transferring the native language to foreign languages learned. This meaning of interference would be just right for special occasions. Interference cannot always be general. Different aspects of interference during the interaction of two languages may occur in the speech. From this we can conclude that language interference is a complex problem and it is more appropriate to study it from a variety of perspectives.

7. Phonetic level interference demonstrates itself both at segment and superscript units. Thus, the phonetic level deviations are due to the

phonemic phonetic level of the two interrelated phonemes and the intonation, and this process shows itself more in the initial bilingualism.

8. There are many different points in the phonetic system of the Azerbaijani and English languages, which are observed with deviations from the norm of the initial acquaintance of Azerbaijani students with English. Since many voices in English are not found in our language, their pronunciation is interwoven in the Azerbaijani language. This is especially true when sound is pronounced like [Θ], [ð], [ʃ], [ʒ], [w], [tʃ], [dʒ].

9. Lexical level interference means semantic structure and sense of meaning in both languages. The essence of the word is that it is only an attempt to determine its logical relationships - to acknowledge the uniqueness of meaning and understanding, which, in our opinion, is incorrect because it is a logical category. The concept is the product of the brain, which is the product of matter, its function. The meaning of the word is the category of linguistics. The linguists are rightly saying that "when you say meaning, you have to understand the idea that is related to it". The meaning given to that word is not only meaningful, but also meaningful.

10. Sometimes, the lexical acquisition presents as an interference. However, it should be noted that acquisition is not interference. True, receipts cause certain voices to pass from one language to another, which, in turn, is the basis for phonetic levels. However, it is incorrect to consider the entire process as interference. If the acquisition process is initially out of the ordinary, the new lexical unit in the language is now functioning within the norms of the language as a result of the receipt of this process, and it is never felt as a norm. That is, the new word is now becoming the norm of language. The acquisition process itself is divided into two stages: At the first stage, the word is still considered unconvinced, and its processing is felt in the speech as a norm.

11. The processes taking place in a globalized society have resulted in the creation of a large number of new lexical units in many languages of the world, including the Azerbaijani language, in the English language. If the words that came to our language during the Soviet

period were spent in Russian, now this process is more related to English, and many words in our language come directly from English.

12. A comparative study has found that a simple sentence is exposed to structural-semantic changes in the interference process. This is a topical issue for syntax. Such problems include structural-semantic, functional-communicative, intonation, and so on. has been the subject of research. Comparison of similar and distinctive features of the word sequence in simple sentences, both in English and in the Azerbaijani language, is important in terms of interpreting. Unlike Azerbaijani, there are three types of sentence sentences in English: nominative, word-sentence, imperative sentences. Individual, personally-identifiable, definite, indefinite, and "there are (are)" are considered to be double-edged. Unlike Azerbaijani, he is actually involved in the sentence.

13. Interference also shows itself as a compound sentence. The study of the structural semantics of the compound sentence is not the disclosure of the information presented by any constructed design, but rather the ability to identify the information that a particular structure expresses. In this regard, the study of the stylistic features of the complex sentence, the study of the semantic identities of the incomplete forms of the compound sentence, the types of complexity are of great importance.

14. There is some difficulty in learning the compound sentence syntax. The meaning of the most controversial issue in an infinite compound sentence must be understood in the light of the meaning or relationship that it expresses among the components. Thus, there is sometimes no semantic relationship between structural and intonation unity. Meanwhile, the meaning of the meaning should be based on the interaction of the components. The different approach to complex sentences in both languages is more clearly reflected in the interference process.

15. Structural-semantic classification of tabular compound sentences was carried out on functional basis. From this point of view, the components in the semi continue compound sentence are bound and are defined functionally, and their semantic linking is different. This is dependent on the type of branching sentence.

Although the substitute for the compound sentences used in question pronouns determines the type of sentence with its functional position, then the mutual semantic relationship between the components and the theme-rheme attitude of this connection are helpful.

16. A key issue in the research is also concretized, which is related to the mechanism of textual organization. It is apparent that interpersonal relationships and attachments are of crucial importance on the basis of this mechanism. These relationships form the text. The intonation of the text is determined by the intonation of the sentences. Since intonation is a verbal element of speech, its role in writing text is weakened.

17. Principles of translating from English to Azerbaijani are not as stable as they are, and these concepts and considerations are varied and varied. In the translation process, it is necessary to acquire the subtleties of the Azerbaijani language, along with the individual nuances and subtleties of English. Often, translations contain interference traces. In order to reduce interference in this process, it is necessary to study the grammatical and lexical-semantic features of the learned language.

18. The object, which is the object of research, is also selected by certain features in the interference process. Idioms are a kind of linguistic and verbal expression that cannot be translated in any other language. It should be noted that the structural differences between the different languages are not mutually exclusive. For this reason, these kinds of combinations in the primary language learning are observed in the context of serious abnormalities.

**The following monographs, articles and articles covering the content of the dissertation were published:**

1. Azərbaycan və İngilis dillərində şifahi nitqin inkişaf etdirilməsi və mənimsəmə xüsusiyyətləri // Elm ilinə həsr olunmuş “Xarici dillərin tədrisinin aktual problemləri” II Respublika Elmi konfransının materialları, – Bakı: – 21-22 may, – 2009, – s. 205-209.

2. İngilis və Azərbaycan dillərində sadə cümlələrin struktur funksional xüsusiyyətləri və onların oxşar və fərqli cəhətləri // – Konya: Turan Stratejik Araştırmalar Merkezi, Uluslararası Bilimsel Hakemli Mevsimlik Dergi, – 2009. №2, – s.26-30.

3. Сравнительный анализ полных и неполных предложений в английском и азербайджанском языках // – Висник Житомирского державного университету имени Ивана Франка, – 2009. вып. № 46, – с.213-216.

4. The characteristic features of the word – order in the simple sen-tences in English and Azerbaijani languages // – Москва: Кавказоведение, – 2010. №17, – с.56-60.

5. Azərbaycan və ingilis dillərində sadə cümlələr / – Bakı: Elm və təhsil, – 2010. – 136 s.

6. Xarici dillərin tədrisində nitq ünsiyyətinin inkişaf etdirilməsi // “Ali məktəblərdə dillərin öyrədilməsinin müasir problemləri” IX Elmi -praktiki konfransının materialları, – Bakı: AMİU, – 2010, – s. 85-87.

7. The characteristic features of the simple sentences in English and Azerbaijani languages // Az.TU-nun 60 illik yubileyinə həsr olunmuş “Təhsildə və elmdə innovasiya texnologiyaları” Respublika elmi-praktiki konfransının materialları”, – Bakı, – 2010, –s. 801-804.

8. Azərbaycan dilində işlənən ingilis mənşəli sözlərdə baş verən leksik-semantik transformasiyalar // “Müasir Azərbaycan filologiyası: axtarışlar, problemlər, perspektivlər”. Respublika elmi konfransının materialları, – Bakı: – 14-15 noyabr, – 2011, – s.734-739.

9. İngilis mənşəli sözlərin Azərbaycan dilində struktur – semantik xüsusiyyətləri // – Bakı: Az.TU, Elmi əsərlər, – 2011. №3, – s.30-33.

10. İngilis dilindən Azərbaycan dilinə keçən söz və söz birləşmələrinin tərcümə prosesində sintaktik transformasiyaları // “Texniki ali məktəblərdə dil fənlərinin tədrisində informasiya texnologiyalarının tətbiqi”. Respublika Elmi-praktiki konfransının materialları, – Bakı: – 2012, – s.341-350.

11. Interference in the Translation Processes of the Azerbaijan and English languages // Proceedings of the III International Scientific and Methodical Conference Linguistic Training of students of Universities of “Non-philological specialties in the context of Bologna Process”, – Odessa: – October 4-5, – 2012,– p.23-25.

12. Essence of phenomenon of interference in contact languages // – Москва: Психология-Социология-Педагогика, – 2012. 10 (23),

октябрь, – с.8-10.

13. İngilis dilindən Azərbaycan dilinə keçən söz və söz birləşmələrinin tərcümə prosesində sintaktik interferensiyaları // – Bakı: Filologiya məsələləri, – 2012. №10, – s.13-18.

14. İnterferensiya və onun xarakterik xüsusiyyətləri // – Bakı: Dil və ədəbiyyat, – 2012. № 4( 84), – s.16-20

15. Dil əlaqələrinin yaranmasının yeni dövrü və onun dilin leksikasına təsiri // “Xarici dillərin tədrisinin aktual problemləri”. Respublika elmi-praktiki konfransı, – Bakı: – 7-8 iyun – 2012, – s. 110-112.

16. İnterferensiya dil hadisəsi kimi // “Ölkədə dil situasiyaları”. Respublika elmi konfransının materialları, – Bakı: – 12 noyabr – 2012, – s.53-58.

17. Azərbaycan və ingilis dillərində tərcümə prosesində baş verən interferensiya // “H.Əliyev və Azərbaycan təhsili”. Respublika Elmi konfransının materialları, – Bakı: – 7-8 May, – 2013, – s.56-58.

18. Специфические характеристики интерференции в переводном процессе // Актуальные проблемы гуманитарных и естественных наук, – Москва: – 2013.– с.200-205.

19. Dillərarası əlaqə zamanı baş verən interferensiya hadisəsinin səbəbləri // – Bakı: Azərbaycan Ali Hərbi Dənizçilik Məktəbi, Elmi əsərlər, – 2013. XXII buraxılış, – s.202-209.

20. Syntactic interference in contacting languages // – Tbilisi: The Caucasus and the world, – 2013. №15, – p.9-12.

21. Dil əlaqələrinin yaranmasının yeni dövrü, interferensiya və onun dilin leksikasına təsiri // I International Scientific Conference of Young Researchers proceedings, – Baku: – 25-27April, – 2013, – s.484-486.

22. Процесс интерференции при контакте языков. Актуальные вопросы науки // Материалы IX Международной научно-практической конференции, – Москва: – 25 апреля, – 2013, с.143-147.

23. Fonetik səviyyədə interferensiya // – Bakı: Sivilizasiya, – 2013. – s.113-118.

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