

REPUBLIC OF AZERBAIJAN

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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**COGNITIVE PECULIARITIES OF UNDERSTANDING
INFORMATION IN INTERROGATIVE DIRECT SPEECH
IN ENGLISH AND AZERBAIJANI
(Based on materials of Azerbaijani and English languages)**

Speciality: 5714.01 – Comparative-historical and
comparative-typological linguistics

Field of science: Philology

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Baku – 2025

The work was performed at the Baku Slavic University, Department of General Linguistics.

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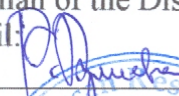
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MAIN CHARECTERISTICS OF THE RESEARCH

Relevance and degree of development of the topic. Modern linguistics explores ways to optimize language use to enhance the effectiveness of communication. Although this issue has historically been relevant, it is now studied more comprehensively in light of the priorities of contemporary linguistics. One of the key areas of research is the efficient use of linguistic tools in communication and the accurate expression of the author's intent, as the precision of speech determines the quality of communication. The functional expansion of linguistic units and their application in line with communicative demands is one of the pathways to optimization. This approach is not limited to the phonetic and morphological levels but also encompasses the acquisition of new functions by syntactic structures in accordance with pragmatic requirements. The situational acquisition of new functions by simple sentence types and the contextual adaptation of direct speech acts highlight the relevance of the dissertation topic. In particular, the semantic nuances of question-based direct speech acts and their relationship with the proposition of the text are the primary focus of this study. In theoretical linguistics, direct speech acts are explained in close connection with propositions. Enriching this topic through the comparative analysis of Azerbaijani and English languages further enhances its scientific significance. The study of speech act theory is especially relevant as it examines the relationship between propositions and each text as a means of transmitting information.

The issue of direct speech acts developed in the mid-20th century within the fields of analytic philosophy and philosophical linguistics. J.L. Austin emphasized the functional clarification of everyday language expressions, linking the concept of illocutionary acts to semantic function. J. Searle and H. P. Grice expanded this theory by highlighting the functional meanings of utterances. However, Austin's proposed approaches were not unanimously accepted in the scientific community, and some researchers criticized the concept of "illocution."

A. Berndonner, in his work *"Elements of Linguistic Pragmatics"* (1981), presented an alternative perspective to Austin's theory of speech acts, arguing that performing actions through language is not feasible. He acknowledged only the existence of the locutionary act, contrasting the concepts of "doing" and "speaking."

S.V. Kuznetsov highlighted two primary features of direct speech acts: first, their role in drawing logical conclusions; second, the listener's ability to comprehend additional intentions. He identified two main illocutionary forces of speech acts in Russian literature: the speaker's purpose and the listener's reactions (such as irony, humor, sarcasm, etc.).

From the second half of the 20th century, speech act theory developed both in Europe and the Soviet Union, although greater achievements were made in Western linguistics. While research in this field within Azerbaijani linguistics has not yet reached a sufficient level, significant progress has been observed in the post-independence era through comparative-typological approaches. Extensive studies in this field have been conducted in Azerbaijani linguistics. Afad Qurbanov's research on speech culture and communication issues, Tofiq Hacıyev's studies on communication theory and speech acts, and Ağamusa Axundov's work on structural-semantic relationships and functional linguistics have played a pivotal role in establishing the scientific foundations of this topic. Additionally, Afgan Abdullayev's research on the cognitive aspects and communicative functions of text and speech acts has contributed significantly to the strengthening of these foundations. Studies by scholars such as Nizami Jafarov and Kamran Aliyev on the stylistic and semantic features of speech acts in the Azerbaijani language, as well as Gulshan Aliyeva's approaches to cognitive linguistics, have provided a basis for the theoretical framework of this research.

Since direct speech acts in theoretical linguistics are explained in connection with propositions, enriching proposition theory with the facts of the Azerbaijani and English languages makes this dissertation topic highly relevant.

The object and subject of the research. The object of scientific research on the topic of the dissertation is the cognitive features of the transmission of information in the Azerbaijani and English languages. The subject of the research is the cognitive features of information transmission in question-based direct speech in the Azerbaijani and English languages.

The aims and objectives of the research. The main purpose of the research on the topic of the dissertation is to analyze the cognitive features of the act of direct speech in the transmission of information in the Azerbaijani and English languages. For this purpose, the following tasks are set:

-To determine the role of pragmatics in giving a linguistic description on the basis of literary texts related to the Azerbaijani and English languages;

-To determine the functional richness of syntax in the Azerbaijani and English languages;

-To determine the typological features of the act of direct speech in the Azerbaijani and English languages;

-To prove that the act of direct speech in both languages is related to proposition;

-Determine the factors that contribute to the correct perception of the act of direct speech;

-Determine and analyze mono and poly intensities in the act of direct speech.

Methodology of the research. Methods of comparison, contrastive comparison and contextual analysis were used during the research.

The main concepts of the research.

- Direct Speech Acts in Azerbaijani and English: In both languages, direct speech acts are interpreted according to the syntactic and semantic properties of the language.

- Textual Cohesion of Direct Speech Acts: In Azerbaijani and English, direct speech acts acquire their full meaning only within the text, with their content formed precisely in this context.

- Intellectual and Stylistic Factors in the Use of Direct Speech Acts: The way the author constructs and presents ideas in Azerbaijani and English results in various forms of direct speech acts.

- Style-Determining Feature of Direct Speech Acts: These acts, in addition to highlighting the author's personal style, also define the emotional weight and tone of expression. For more effective communication, direct speech acts create a unique style in both written and spoken communication.

- Contextual Characteristics: In both languages, direct speech acts can be fully understood only within a specific context.

- Functional Expansion of Syntactic Structure: The syntax of both languages becomes more flexible and functional due to the new possibilities created by direct speech acts. This demonstrates the language's openness to a broad range of expressive means, enhancing its capabilities for various communicative purposes.

Scientific novelty of the research. The scientific novelty of the research is that, the question-based direct speech act in the Azerbaijani and English languages is studied in a typological aspect for the first time in our linguistics. However, for the first time, the act of direct speech has been studied in simple sentences.

Theoretical and practical importance of the research. The study of the cognitive features of the act of question-based direct speech in the transmission of information in the Azerbaijani and English languages enriches theoretical linguistics with new scientific results. And this type opens up a wide range of opportunities for further researches.

The practical significance of the research is important in the teaching of syntax in universities, as well as in secondary schools. It is also related to the use of scientific results of research in the process of literary translation into the Azerbaijani and English.

Approbation and usage. The dissertation was completed at the Department of General Linguistics of Baku Slavic University in accordance with the research directions. The obtained scientific results, the main content of the dissertation, the research concept are reflected in scientific journals and speeches at international

conferences determined by the Higher Attestation Commission under the President of the Republic of Azerbaijan.

The name of the organization where the dissertation was completed. The dissertation was completed at the Department of General Linguistics of Baku Slavic University.

The structure of the dissertation. The dissertation consists of an introduction, two chapters, a conclusion and a list of used literature.

The introduction consists of 7 pages (12,017 signs), The first chapter consists of 64 pages (110,252 signs), the second chapter consists of 78 pages (138,612 signs), conclusion consists of 4 pages (6,758 signs). The total volume is 267,639 signs.

THE MAIN CONTENTS OF THE DISSERTATION

In the Introduction section of the dissertation, the relevance of the topic and the degree of its investigation are substantiated. The object and subject, goals and objectives, research methods, and the theses submitted for defense are identified. Additionally, the scientific novelty, theoretical and practical significance of the research, the approbation and application of the study, the name of the institution where the dissertation was carried out, and information about the structure of the dissertation's sections, including their individual lengths and the total volume in terms of characters, are provided.

The **first chapter**, entitled "**Grammatical Aspects of Meaning**" is analyzed in five paragraphs. **The first paragraph is called "The emergence of anthropocentric linguistics and its basic concepts"**. This paragraph shows that the anthropocentric paradigm in modern linguistics differs from its predecessor, historical-comparative and structural linguistic paradigm, having a linguacultural nature. These scientific paradigms, covering the history from the XIX century to the present day, with their peculiarities helped to clarify the most important issues of linguistics, created conditions for great achievements in theoretical linguistics. Among them, the anthropocentric paradigm has allowed to solve very important problems of linguistics, which could not be clarified by previous scientific research methods, and large-scale research is currently being conducted in this direction. In this paragraph,

along with a number of concepts of anthropocentric linguistics, proposition is also explained in detail.

The second paragraph is called “The Role of Pragmatics in Linguistic Description”. Here is the history of the term pragmatism in linguistics, Ch. Morris and Ch. Pierce’s researches in this area are discussed. Pragmatism has its place in linguistic description. Linguistic description includes issues such as the materialization of what we think and express, its formation, the choice of appropriate language tools, how to structure ideas, as well as how to use language tools, and so on. Text pragmatics is given by mentioned language means.¹

Depending on the pragmatic loading, not all language tools are developed at the same level or are not loaded equally from a pragmatic point of view in the linguistic description. The main criterion in this context is not the structure of the sentence, but its pragmatic load. So, in any case, language units are placed depending on the text pragmatics

Repetitions in Azerbaijani and English have different functions. Researches in this area in English show that the functional range of repetitions is wider.²

Lexical repetitions do not differ from both phonetic and grammatical repetitions in terms of text pragmatics, their pragmatic function in the text is the same.

Syntax plays an important role in giving a linguistic description in pragmatics. First of all, sentence structures are determined depending on the linguistic thinking of the peoples of the world. Any information is conveyed to the other side on the basis of this structure. However, people have created its functional side on the basis of basic syntax, depending on vital needs. The dual function of the syntax of a language does not negate each other, but creates conditions for optimal expression of text pragmatics. In general, from a pragmatic point of

¹ Падучева, Е.В. Семантические исследования (Семантика времени и вида в русском языке; Семантика нарратива) / Е.В.Падучева. – Москва: Языки русской культуры, – 1996. – с.231.

² Кухаренко, В.А. Виды повторов и их стилистическое использование в произведениях Ч.Диккенса / Дисс... канд. филол. наук. / – Москва, – 1955. – с.261.

view, the possibilities of syntax are great. For example, syntactic parallelism, inversion, sentence intonation, etc. This is one of the most effective syntactic tools for text pragmatics. Syntactic parallelism is a creative tool of rhythm, harmony, melodic means of folklore and classical poetry tradition. Therefore, in modern English, syntactic parallelism is often referred to as one of the main carriers of text pragmatics as a melodic-aesthetic means. Inversion, as a syntactic tool, also plays an important role in conveying text pragmatics and has derivative abilities.

The **third paragraph** of the first chapter is called “**Meaning, Content and Pragmatism**”. The main theme of pragmatics is not just communication, but the communicative purpose of the speaker and the creation of adequate thinking on the other side. Its main starting point is the orientation to the listener-receiver.

Pragmatics was formed as a scientific direction that studies the descriptive problems of various functions of language. In later times, different meanings of this term appeared. Meaning is one of the central issues in the problem of semantics and is expressed in terms of “meaning of the word”, “lexical meaning”. This is due to the fact that even in the same linguistic schools, “meaning” is perceived differently depending on the approach. I. Mammadov writes about the perception of the essence of meaning: “*Different criteria applied to the definition of the essence of meaning can be combined at one point according to two basic principles: a) meaning is a specific linguistic representation of extra-linguistic reality in our thinking; b) meaning is an integral and basic part of the language sign and performs an appropriate function within a specific lexical-semantic*”.³

As can be seen, meaning is a reflection of reality in our brains, and it performs a certain function in the lexical-semantic system of language.

“In European linguistics, there is an interactive and constructive approach to meaning: According to the interactive theory (also

³ Məmmədov, İ. Azərbaycan dilinin semantikasi / İ.Məmmədov. – Bakı: Xəzər, – 2006. – s.53.

called the theory of interpretation), the semantic interpretation of a sentence provides a complete analysis of its meaning".⁴

"The content side of the lexical meaning of the word connects it with reality. The structural-functional side of the word consists of a stable linguistic connection between the sign and the content of the concept". Then A. Abdullayev concludes: "So, the content side of the lexical meaning consists of the image of things in the objective world, and the structural-functional side consists of the systemic nature".⁵

When talking about the attitude of meaning to pragmatics, it is divided into two parts: semantic and pragmatic meaning. Undoubtedly, both semantics and pragmatics deal with meaning. In pragmatics, meaning is determined by the speaker and the listener. In semantics, it is derived from its meaning in language, regardless of the situation, the speaker and the listener.

Content is broader than meaning. For example, the content of information, the content of a novel, a story, and so on.

The pragmatics of a word is the state in which its meaning is realized in the text. That is, implicit is the transition from pragmatism to explicit. In this situation, implicit pragmatism create explicit pragmatism, which is the realization of the meaning of the word. "That meaning" is a pragmatic meaning that depends on the communication conditions mentioned above. There are certain ideas about internal and external pragmatics in theoretical linguistics. We can emphasize the views of Y.Gorshunov on this.⁶

Let's look at the fact: "*The Old Man and the Sea*" by E. Hemingway "*Old Man*" is shown as the individualized lexeme, the Old Man is not a general name in the text, but a specialized image. The semantics of this lexeme in internal pragmatics is the image of a person who is resilient, enduring all the dangers and difficulties of the sea, strong-willed and hopeful.

In external pragmatics, the pragmatics of that language unit is based on the specified semantics. Internal pragmatism is a social

⁴ Abdullayev, Ə.Ə. Mətnin anlama modelləri / Ə.Ə.Abdullayev. – Bakı: – 1999. – 64 s.

⁵ Yenə orada. – s.54.

⁶ Горшунов, Ю. Прагматика аббревиатуры – Москва: – 1999. – с.5-6.

concept; conditioned by appropriate historical and social conditions. In interpreting it, special attention is paid to three issues: semantic information as an integral part of communicative pragmatics; the existence of components of both as mutually equal members; pragmatic information is linearized in terms of information semantics.

The boundaries of pragmatism have expanded considerably in modern times. In modern times, pragmatism refers to the cognitive, social and communicative aspects of language and communication. Sometimes its boundaries are narrowed and limited to the activity of language signs in speech, as well as to the connection of language signs with the act of speech. G.P. Grace played a great role in the development of this theory. His theory is called "Pragmatic theory of meaning" or "Logic of communication".⁷

The **fourth paragraph** is called "**The term**" meaning "**and emotional meaning**". Along with other meanings of the word, the emotional meaning was also involved in the study. Emotional meaning also includes meanings related to feeling, emotion, excitement. The main reason for distinguishing the emotional meaning of a word is related to the function of that language unit in communication.

In linguistics, the terms "emotional vocabulary" and "emotional vocabulary" are also found and compared. Vocabulary of emotion refers to language units that contain emotional content. Lexicon of Emotion: Linguistic units that carry the content of emotion, directly expressing feelings and emotions (e.g., "sevinc", "qəzəb", "şadlanmaq"). Emotive Lexicon: Includes words and interjections that, depending on the context, evoke emotional effects, encompassing broadly meaningful and expressive terms.

Emosem can be formed on the basis of the operation carried out on any lexical unit, depending on the inner richness of the author. This shows that the emotional meaning is open to all lexemes.

As a concept, emotiveness is not the same with emotionality. At the lexical level, emotive vocabulary is opposed to neutral vocabulary. Due to its function in language, neutral vocabulary is

⁷ Грайс, Г.П. Логика и речевое общение // Новое в зарубежной лингвистике. – Москва: – 1985. №16. – с.217-237.

larger and more quantitative than emotional vocabulary. This is because neutral vocabulary is related to the primary function of language. Among them, the lexical level is particularly different; This is due to the presence of emotional vocabulary in the language. For example, in English: *Oh, great, wow, well, really, bad, good, adorable, kind, small fry, mettlesome, giggle, brag, dogs body, brainy, funky, go barmy, slimy, cunning*. In Azerbaijani: *Yaxşı, pis, qəşəng, gözəl, aman, ay haray, ax, oy, vay* and so on. One of the specific features of the emotive lexicon is the emotive load applied to nominative meaning words. The emotive load of nominative meaning words in the emotive lexicon can be illustrated with examples as follows: "*Yaxşı*" – "*Yaxşı, yaxşı, narahat olma!*" – here, relaxation and lightness are expressed. "*Pis*" – "*Bu nə pis işdir!*" – here, strong dissatisfaction and disappointment are conveyed. "*Aman!*" – "*Aman, nə baş verir?*" – this expresses a feeling of surprise and fear.

One of the specific features of emotional vocabulary is the emotional loading of a nominative word. For this, paralinguistic means (facial expressions, gestures), super-segment means of language (emphasis, pause and syllable division), speech situation, verbal means of language, etc. play an important role in it. The contextual emotional meaning of a lexeme requires sensitivity on the part of the other part in order to capture the contextual meaning of the word.

The **fifth paragraph** is called "**Pragmatics and the act of speech**". In the context of the act of speech, many research works have emerged on the two concepts of pragmatics - proposition and presupposition.

Proposition is a semantic invariant of the modal and communicative paradigm. The term comes from logic in linguistics and refers to a sentence or a text in linguistics. In modern text theory, proposition is used to express the semantic and informative content of a text. T. Van Dyke puts forward the idea of defining the meaning of the text by proposition and calls the most important proposition the theme of the text.⁸

⁸ Dijk, van T. Text and Context / T.Dijk van. – Leningrad: – 1977.

The content structure of the text is not only a list of provisions, but also a hierarchy of provisions: “*Dean had arrived the night before, the first time in New York, with his beautiful little sharp chick Marylou; they got off the Greyhound bus at 50th Street and cut around the corner looking for a place to eat and went right in Hector’s, and since then Hector’s cafeteria has always been a big symbol of New York for Dean*”.⁹

The term used in pragmatics in connection with the act of speech, along with proposition, is presupposition. As the name implies, presupposition is the pre-propositional stage. Presupposition is an important semantic component; it provides confirmation of an existing idea in linguistic semantics.

A speech act is a process of deriving and understanding a text, influenced by both written and oral forms. It follows socially accepted speech behaviors and principles, making it conventional, intensive, and purposeful. The structure of a speech act involves the addressee, the addresser, and the constitution, all of whom possess language skills and world knowledge. When sounds are organized according to a shared language code, speech follows grammatical rules, and the intention behind the speech triggers a response, a speech act occurs. This concept, rooted in Austin's theory, outlines the basics of a speech act.

In addition to the informative meaning of the sentence, desire, envy, etc. meanings can be expressed; each of which depends on which direction the speaker directs the proposition. In this type of speech act, the purpose of the communicator is expressed implicitly; informative content is expressed in explicit form. Implicit expression of the act of speech in the process of communication structurally and semantically reworks the sentence in accordance with the new situation in the process of communication. For example: “*The old man looked at him with his sun-burned, confident loving eyes. “If you were*

⁹ Kerouac, J. On the road. Part one / J. Kerouac. – United States: Viking Press, – 1957. – 3200 p.

my boy I'd take you out and gamble", he said. "But you are your father's and your mother's and you are in a lucky boat".¹⁰

The implicit meaning here is, depending on the situation: *"I regret that the parents allow a child your age to engage in such risky activities."*

Thus, the semantics of the sentence becomes more specific in the text. Due to this feature, the new lexemes formed in the words intersect to some extent of the act of speech in the text of the sentences.

When speaking about the act of speech, J. Searle, one of the followers of this theory, prefers to start with the theory of meaning and focuses on the illocutive act. He notes that the illocutive act is an action, the sounding of phrases. The locative act is the transfer or sounding of a signal on paper. According to Searle, the main function of language is not to describe objects or events, but to carry out purposeful activities.¹¹

He analyzes the activity from word to text while speaking about the essence of language. Thus, J. Searle takes an important step towards a functional approach to language phenomena. As a result, an intensive and conventional approach to texts is defined. If the illocutive act is intensive, the intention of the speaker, the author, should attract attention. Contextual conditions are important for this. This point is also conditioned by the conventional dimensions of the illocutive act. That is, the spoken text can be understood correctly only in appropriate situations. As we have mentioned, this includes not only the means of language, but also the situation. J. Searle refers here such points as to ask, advise, promise, and so on. The main scientific results obtained in this chapter are reflected in the following articles. "Metaphorical means of information transmission", "Pragmatic aspects of the meaning and its role in the linguistic description", "The role of pragmatics in the linguistic description", "Meaning, content

¹⁰ Hemingway, E. *The old man and the Sea* / E. Hemingway. – United States: Charles Scribner's Sons, – 1952. – 127 p.

¹¹ Серль Дж.Р. Что такое речевой акт?; Косвенные речевые акты Классификация речевых актов // – В кн.: Новое в зарубежной лингвистике. Вып. XVII. – Москва: – 1986. – с.220.

and pragmatics”, “The term “meaning” and emotional meaning in English and Azerbaijani.

The **second chapter**, entitled “**Speech Act Problems**” consists of six paragraphs. The **first paragraph** is called “**Communicative Failure**”. We communicate with each other in our daily lives. Sometimes we ask additional questions to clarify something with our interlocutor, trying to understand it properly. Sometimes, for various reasons, we do not understand each other properly, the perlocutory level of the speech act does not give the desired effect, and communication results in failure. In that case, the act of speech does not take place.

In all research works on this topic, prominent linguists have classified the factors that contribute to unsuccessful communication based on practical facts. Let’s look at some of them.

Smirnova Marina Nikolayevna in her dissertation “Communicative failures in unofficial dialogue (on the material of the English language)” divides the conditions that cause communicative failure into two parts - linguistic and extralinguistic. In his dissertation, communicative failure clarifies issues such as speech strategy and communicative failure, the essence of communicative failure, and analyzes coding and incorrect selection of code during information transmission, and failed communication related to the nature of reference.

The complexity of the issue necessitates a comprehensive approach, integrating research from communication theory, communicative grammar, speech theory, psycholinguistics, and pragmalinguistics. This approach is essential to fully understand the problem, as it also involves aspects related to national and ethnic characteristics or gender discourse.

The **second paragraph** of the second chapter is called “**Semantic factors in question-based direct speech**”. From the end of the XX century and the beginning of the XXI century, the problem of algorithmic modeling of dialogue in linguistics, depending on the semantics of communication and the communicative purpose, becomes the object of research in both foreign and Azerbaijani linguistics. In the field of linguistics, this aspect of the direct act of speech is of great importance in terms of speech optimization and

communication efficiency, as well as text pragmatics. In theoretical linguistics, this problem was raised by J.Austin, J.Lakoff, J.Searle, T. van Dyke, G.W.Grace and other linguists, who wrote valuable scientific research works in this field. The act of direct speech is such a cognitive model of the sentence that it expresses other semantics in the usual normative structure. In this case, the derivation, which is closely related to the existing semantics of the sentence, takes an illocutively new direction, and directly determines the act of speech. In this connection, H.P.Grice points out that two directions must be distinguished in speech: *“What do you talk about and what do you mean?”*¹²

In the theory of the act of speech, the act of indirect speech is discussed enough. The act of direct speech is related to the reinterpretation of speech in accordance with the situation of speech. In other words, depending on the situation in the superstructure, the utterance becomes a carrier of other semantics in the deep structure, or rather, the semantics derived from it.

The act of direct speech says one thing, but implies another. The act of direct speech does not correspond to the literal meaning of the utterance - it is a supposition. In oral speech, the act of direct communicative speech can also be distinguished by its pronunciation features.

The **third paragraph** of the second chapter is called **“Types of direct speech act”**. The fact that the act of speech is divided into two parts, direct and indirect, shows that the form of speech and its communicative function do not always coincide. When discussing these issues, H.P. Grice divides the meanings of sentences into two parts: *“What is being said and what is meant. That is to say, coincides with the logical content of the statement. The rest of the information in the statement is the output meaning – “implication”*.¹³

The syntactic structure has great opportunities in the communication process. The concrete meaning of the statements is

¹² Grice, H.P. Logic and Semantics [Текст] / H.P.Grice. – New York: Academic Press, 1975. – Vol.3. – p.41-58.

¹³ Grice, H.P. Logic and Semantics [Текст] / H.P.Grice. – New York: Academic Press, 1975. – Vol.3. – p.41-58.

based on logic. If the meaning of the statement is given in relation to the thesis of communication, then the idea is expressed directly. The act of direct and indirect speech is related to the semantic field of speech, which is closely related to pragmatics. As a result, utterance has not only a basic meaning, but also an additional meaning.

A direct speech act can be expressed in the form of a narration, a question, an exclamation and a command sentence. In all of them, the proposition is based on the same principle, but the sub proposition expresses the meaning according to the situation. Let's look at them:

1. *In the form of a question sentence:* The answer lies in question-based indirect speech act itself. Its function is to exaggerate the author's thoughts and ideas in the speech act. For example: *"This little fool", she thought, imagines himself to be in love with me. Why should he not become my servant instead of the General's? He is positively too pretty to be unattached. That night she talked over the General, who was already somewhat ashamed of his vivacity; and Harry was transferred to the feminine department, where his life was little short of heavenly.*¹⁴

The sentence *"Why should he not become my servant instead of the General's?"* in the propositional position means: "It is better to be a servant of mine". This is the leading meaning of this question. Therefore, it does not require an answer from another person, the answer is in the proposition expressed by the author, there is no need to look for it outside.

Another example in Azerbaijani:

-Mən boyda oğulun anası düşmənlə danışığa getsin?

*-Bəs Trabzonda Fateh Sultan Məhəmmədlə niyə danışığa getmişdim.*¹⁵

Here, the proposition that "A son should go to the negotiations" provides the answer to the question, too.

In a direct speech act with a question background, the question adorns the speech from the rhetorical point of view and makes it attractive.

¹⁴ Stevenson, R.L. The Rajah's Diamond. Story of the Bandbox [enjoy-eng.ru > knigi > r-l-stivenson-the-rajah-s-diamon..]

¹⁵ Kərimzadə, F. Xudafərin Körpüsü / F.Kərimzadə. – Bakı: "Yazıcı" nəşriyyatı, – 1982. – s.6.

2. *Exclamatory sentence*: Exclamatory sentences usually express feelings, emotions, excitement. In a direct communicative act, the proposition in the form of a question is hidden under that background and has a broader meaning:

*“Here is a fine afternoon, Mr. Rolles”, said he, “a fine afternoon, as sure as God made it! And here is a young friend of mine who had a fancy to look at my roses. I took the liberty to bring him in, for I thought none of the lodgers would object”*¹⁶.

In the example given, *“a fine afternoon, as sure as God made it!”* (God created it in beautiful time) serves as a direct communicative act. It is not just a question of death or its origin, but of a broader meaning; it goes from sympathy for her, from her beauty, from the good attitude towards her.

In Azerbaijani: *“Belə gözəl yeri o dərviş nəvələrinə verməkmi olar!”*¹⁷ (*Such a beautiful place cannot be given to dervishes!*)

3. *In the form of a declarative sentence*: Declarative sentences are ordinary descriptive sentences and are pronounced with a special intonation. When used as an indirect communicative act, the essence of the sentence is hidden within that form; essentially a different meaning is derived from it: *“Will you look at this, madam?”* cried he. *“Will you have the goodness to look at this document? I know well enough you married me for my money, and I hope I can make as great allowances as any other man in the service”*.¹⁸

The proposition of the sentence *“I know well enough you married me for my money”* is *“You do not love me”*

The **fourth paragraph** of the second chapter is entitled **“Question context and question speech act in direct speech act”** “Context” is one of most frequently used term by linguists after the foundation of cognitive linguistics. Context plays an important role in the derivation and correct understanding of speech. Although the

¹⁶ Stevenson, R.L. The Rajah’s Diamond. Story of the Bandbox [enjoy-eng.ru › knigi › r-l-stivenson-the-rajah-s-diamon..]

¹⁷ Kərimzadə, F. Xudafərin Körpüsü / F.Kərimzadə. – Bakı: “Yazıçı” nəşriyyatı, – 1982. – s.116.

¹⁸ Stevenson, R.L. The Rajah’s Diamond. Story of the Bandbox [enjoy-eng.ru › knigi › r-l-stivenson-the-rajah-s-diamon..]

situation is close to the term in this context, it differs from it. To clarify this, let's clarify the term "context":

Context is a condition in which the meaning expressed in terms of the scope of words and sentences of language units is realized. From this point of view, the context also covers the place and time where the text takes place.

For example: *"On waking, he found himself on the green knoll whence he had first seen the old man of the glen. "Surely", thought Rip, "I have not slept here all night?" He recalled the occurrences before he felt asleep."*¹⁹

In this microtext, Rip's enjoyment of this beautiful space, even spending the night here in the evening, is conveyed through a direct communicative act (*"Surely", thought Rip, "I have not slept here all night?"*).

Since the everyone who is familiar with the work knows the situation and easily understands the pragmatic load of the act of direct speech, which is expressed in the form of a question.

The creators of pragmatic theory believe that the meaning of a word depends on the context, and this sign also reflects the causative nature of the context. That is, the meaning of the word is not known outside the context. According to most pragmatists, the semantic potential of a word is revealed in context. As for the texts, it should be noted that this feature also applies to the sentences that make up the text.

American linguists believe that context is everything except the language sign, and that context is *"responsible"* for everything.²⁰

Yelmislev noted: *"During the absolute isolation of the language sign, it could not mean anything"*.²¹

¹⁹ Washington, Irving. Rip Van Winkle (short story) / Irving Washington. – New York: The Sketch Book of Geoffrey Crayon, – 1819-20.

²⁰ Иштван, К. Слово, контекст и коммуникативное значение Университет Штата Нью Йорка, Албани, США // Вестник РУДН, серия Лингвистика, – 2014. №1; <https://www.albany.edu/faculty/ikecskes/files/mapyral.pdf>

²¹ Ельмслев, Л. Прологомены к теории языка // Новое в лингвистике. – Москва. – 1960. – Т.1. – с.303; James, P.G. Reprint. Relevance / – Oxford: Blackwell. Original edition, – 1986 (1999).

In linguistics, along with the term context, the term situation is also used. It is a place of human activity and part of an ethical culture. The sum of the situations reveals human truths. The situation is an integral part of the communicative act. Sometimes acts of communication are not sounded verbally, it is expressed by the situation. Adrian calls this a “*consituation*”.²² Consituation includes language and non-language factors.

The **fifth paragraph** of the second chapter is entitled “**Mono and poly-intensive features of the act of question-based direct speech**”. A speech act is a speech activity performed by utterances, and it is expressed by different types of sentences. As we know, a sentence is the smallest unit of communication. During the implementation of the speech act, an alternative option is implemented by choosing from the mentioned potential of the language. Adequate use of language resources in the communication process depends on the intellectual level of the native speaker. That is, the author’s reworking of existing grammatical units in accordance with the semantics of the text in order to create a more accurate and effective expression of text pragmatics results in a functional reinterpretation of existing language units.

The act of speech is the main object of pragmalinguistics. Austin, Searle, Halliday and others are the founders of this theory. According to this theory, the minimum unit of communication consists of a statement, question, order, description, request, explanation, congratulation, and so on. The development of these acts in speech depends on the intension of the author.

C.Searle identifies the types of illocutive speech by distinguishing between proposition and illusion.²³

²² Adrian, E. The influence of language system and of consituation in utterances without a verbal predicate / In: “The Slavic Verb” Antology Presented to Hans Christian Sorensen 16th December 1981;.

²³ Серль, Дж.Р. Классификация речевых актов // – В кн.: Новое в зарубежной лингвистике. Вып. XVII. – Москва: – 1986. – с.170-194.

When I.V. Arnold speaks of the act of direct speech in the form of a question, he calls them emphatically confirmed rhetorical questions.²⁴

In linguistics, when talking about the act of question-based direct speech, it is divided into mono and poly intensive types. Monointendencies serve only one intension. This type of direct speech act moves away from the content of the question, which is almost formally similar. Let's look at examples in English:

I Mono intentional act of direct speech:

1. *Do you mind posting this letter?*

2. *Will you say I am out?*²⁵

In the above examples, the question form expresses the external side of the act of direct speech, but its main content consists of the semantics of the request. It is the text situation that creates it. Here the request is not from the modal verb (will), but from the homonymous form. Mono intensities lose touch with questions that are formally similar. In modern English, these forms lose their connection with the illocutive meaning and become an direct act of speech. In this case, a similar form (ie question) does not have that illocutive power.

In modern Azerbaijani, “Siz o kitabı mənə verə bilərsiniz mi?” “Can you give me that book?” The tone of the request plays a leading role in sentences of the type: “Xahiş edirəm o kitabı mənə verin” “Please give me that book”. Such direct acts of speech, both in English and in Azerbaijani, are based almost exclusively on the meaning of the request. We have noted above that in this context, the content of the question, which has similar forms, weakens in the act of direct speech, strengthens the propositional meaning and plays a leading role.

II The act of poly intensive direct speech.

These types of direct speech acts cover not one, but several pragmatic meanings. When speaking about an act of poly intensive direct speech, Pospelova A.Q. classifies it as follows:

²⁴ Арнольд, И.В. Стилистика современного английского языка (стилистика декодирования) / И.В.Арнольд. Ленинград: Просвещение, – 1981. – 165 с.

²⁵ Пospelova, А.Г. Косвенные высказывания // Спорные вопросы английской грамматики. – Ленинград: – 1988. – с.141-153.

1. The features of the modeling of the actual speech act are fully covered. *Why not to leave her alone?*

2. In this model, the formal pragmatic meaning of the act of direct speech is accompanied by the actual pragmatic meaning. *May I tell you that you are absolutely wrong?*

3. Implicit direct speech act. Those in this category are associated with a high level of context. *What do you want in here?*²⁶

When talking about the pragmatic features of the act of direct speech in the context of the text there are two approaches to the issue:

1. The role of question-based direct speech in textual pragmatics in the context of the text;

2. The general meaning expressed by the act of direct speech (question-based).

Both aspects are closely related. If the communicative aspect comes to the fore in the first, the general pragmatic meaning, which also includes the propositional meaning of the act of direct speech, plays a leading role in the second.

The **sixth paragraph** of the second chapter is entitled “**Cognitive features of information comprehension in question-based direct speech**”. The study of information perception, initially explored by ancient Greek thinkers, has evolved with modern scientific advancements, expanding the psychological, sociological, philosophical, and linguistic dimensions of the problem. While the foundations of this research trace back to ancient Greek and Roman linguistic schools, recent scientific achievements have greatly enriched the field. A key contributor, German philosopher I. Kant, made significant strides by developing the "scheme" related to the psychological and logical aspects of information derivation and perception. He viewed schemes as phenomena that bridge categorical and emotional images, contributing to a deeper understanding of information processing.

²⁶ Поспелова, А.Г. Косвенные высказывания // Спорные вопросы английской грамматики. – Ленинград: – 1988. – с.143; Searle, J.R. Indirect speech acts // Syntax and semantics. – New York: – 1975. Vol.3: Speech acts.

According to him, the transition from categories to mental events takes place through schemes. Such a statement of the problem allows to reveal the mechanism of transformation of a category into an event and the essence of the transition process; rather, it allows us to determine the algorithm for transforming a category into a mental phenomenon. According to him, our perception is not an image of objects in our cognition, but their schemes.²⁷

Since the beginning of the twentieth century, Kant's teaching on schemes has been further developed by the English psychologist F.Bartlett. F.Bartlett created his theory on the basis of practical materials. He conducts his experiment on the perception of a tale that is alien to the West; after listening to the tale, the Westerner leaves out a fragment that is insignificant and unimportant for him, when he remembers the tale he restores it with a relative difference. This also happens depending on his life experience. The essence of this theory is that the sphere of cultural norms in which the story is listened to is different. This means that the recollection of the heard tale, the recollection of its fragments are relative. From the point of view of the modern position, the main problem of F.Bartlett's scheme theory is that schematism is a form of mental activity for any complex form of knowledge.²⁸

Bartlett's cognitive scheme is not an image of perception or memory, but a more complex mental phenomenon. It plays an important role in the process of perceiving or preserving our text. Thus, the concept expresses the concept of a scheme in Bartlett's teaching, and it covers more complex mental phenomena than model-representation concepts. F.Bartlett explained the problem of making new information a part of the scheme in memory in the context of "memory" and its properties. He noted that memory, that is, reconstruction, is a mental activity, observed in personal thoughts, as well as mental symptoms.

²⁷ Иммануил, Кант. Критика чистого разума / Иммануил, Кант. – Москва: Эксмо, – 2007. – 736 с.

²⁸ Бартлетт, Ф. Психика человека в труде и игре / Ф.Бартлетт. – Москва: АПН РСФСР, – 1959. – 142 с.

According to him, there are very few cases when the text is perceived as it is received, and in most cases the gap in memory is filled by the knowledge of human life practice. In Bartlett's theory, the "scheme" is an involuntary mental structure; represents people's knowledge of the world. That knowledge affects the knowledge that people later acquire. Therefore, the "scheme" is accepted as a mental structure in the social sciences. People use these schemes when categorizing the objective world and events in the context of common features and elements. New information is also processed according to the mental structure and rules written in the scheme. The conclusion of the empirical experiment in F. Bartlett's theory - the conceptual significance of the forgotten fragment of the mentioned tale is connected with this point.²⁹

Bartlett's theory emphasizes three points:

1. As a result of remembering the original material is directed from uncertainty to certainty.

2. Places that cannot be remembered or are badly remembered are added "by itself".

3. Memorization does not go unnoticed by old knowledge.

Of course, later recall of memorized material goes from uncertainty to certainty in terms of action and its essence. On the other hand, filling in the gaps in memory on the basis of existing knowledge occurs within national mental norms. Finally, the difference between the original and the variant of recollection is relative, and national mental differences occur in this way in the context of recollection. These features were developed by psychologists who came after F. Bartlett, and the study of new aspects of these problems emerged.

Bartlett is rightly considered one of the founders of cognitive psychology. This theory of F. Bartlett was highly valued and developed by American psychologists. For example, D. Ausubel shows that there is an appropriate hierarchy of knowledge in human

²⁹ Bartlett, F.C. Remembering: A Study in Experimental and Social Psychology / F.C. Bartlett. – Cambridge: Cambridge University Press, – 1932.

memory. New knowledge enters the hierarchy in accordance with that hierarchy.³⁰

A scheme is a way of presenting information. Then in the 80s of the XX century M.Minsky called this term “frame”.³¹

This was a new achievement in the development of Bartlett’s theory. F.Bartlett’s teaching of information perception was developed by D. Norman and D. Tulving in the direction of the social context of the problem.

The answer of the question-based direct speech act is in itself. Their function is to exaggerate the author’s thoughts and ideas in the speech act. A comparison of factual material selected from literary texts in both English and Azerbaijani shows that this method is widely used in communication and they become carriers of this meaning and Express the following meanings.: psychological anxiety, consolation, consent, tolerance, humanism, judgment, insult, affirmation, assessment, comparison, arbitrariness, protest, confession, mockery, inevitability, and so on. The main scientific results obtained in this chapter are reflected in the following articles. “Types of direct speech act in the English and Azerbaijani languages”, “The interrogative context of direct speech act in the English language”, “Communication failures”, “Cognitive peculiarities of understanding information in interrogative direct speech in English and Azerbaijani”, “The peculiarity of expressing a question in constructions with direct speech in the modern Azerbaijani language” “Mono and poly intensive features of the interrogative act of direct speech in English and Azerbaijani”.

The “**Conclusion**” summarizes the main scientific and theoretical provisions of the dissertation.

1. In linguistic description, not all linguistic means carry the same level of pragmatic load. For example, “*The weather is beautiful today*” is a simple observation, whereas “*The weather is beautiful today, you*

³⁰ Ausubel, D.P. The psychology of meaningful verbal learning / D.P.Ausubel. – New York: Grune&Stratton, – 1963.

³¹ Минский, М.Л. Фреймы для представления знаний / М.Л.Минский. – Москва: Энергия, – 1980. – 151 с.

should come" conveys both information and an invitation, thus bearing a higher pragmatic load.

2. Language units are arranged based on the pragmatics of the text in all cases.

3. Lexical repetitions play an important role in the linguistic description of a text. Phonetic, lexical, and grammatical repetitions do not differ in terms of their pragmatic function within the text; they all serve the same pragmatic purpose. However, their structural characteristics are distinct. For instance, "*The sun is shining brightly, the sun is beautiful*" is an example of lexical repetition, carrying the same pragmatic function but differing in structure.

4. Syntax is essential for creating the linguistic landscape in pragmatics. Sentence structures reflect the linguistic thinking style of each nation, and information is conveyed through these structures. People shape the functional aspect of syntax according to communication needs. The dual function of syntax facilitates better expression in pragmatics. For example: 1. "*I want to go to school.*" 2. "*I want to go to school, but the weather is bad.*" The first sentence conveys simple information, while the second, utilizing the additional function of syntax, provides context and informs the listener. This illustrates how syntax contributes to the pragmatic function of the text.

5. As human consciousness evolves, the functional aspect of language expands. This is because language draws upon its internal resources as needed. This can be observed in the semantic development of words or the adaptation of grammatical units for communicative purposes. For instance, in earlier times, the sentence "*I am leaving*" simply expressed the act of departure. However, in the modern era, "*I am leaving*" can also convey urgency, concern, absence, or even future intentions.

6. Pragmatics possesses an interdisciplinary nature, being closely linked to fields such as linguistics, philosophy, sociology, and psychology. During research in this area, the boundaries between disciplines often blur to the extent that distinguishing them becomes challenging. Cognitive pragmatics, for example, relies on rules, concepts, strategies, and frameworks to process information quickly and functionally.

7. The pragmatics of a word refers to the realization of its inherent meaning within a text, transitioning from implicit pragmatics to explicit pragmatics. For instance, the sentence "*The weather will be very nice tomorrow*" merely expresses expectations or assumptions (implicit pragmatics). It conveys the speaker's thoughts about a situation without offering a direct suggestion or command. However, if the sentence is extended to include "*So you should go out for a walk,*" its meaning becomes explicit and turns into a direct suggestion or advice (explicit pragmatics). This illustrates how implicit meaning is transformed into explicit expression.

8. Emotive meaning has become a frequently studied topic among linguists in recent years. This psychological concept is analyzed in various fields such as physiology, ethics, medicine, sociology, and literature, each based on its specific research focus. In some scholarly works, emotion is equated with feeling, though there is a subtle difference between the two. In the semantic structure of a word, emotionality and evaluation are interrelated. For example, the sentence "*I worked hard all day, but achieved nothing*" carries both emotional and evaluative meanings. The emotional reaction lies in "*worked hard,*" while the evaluation is expressed through "*achieved nothing.*"

9. As a concept, emotivity and emotionality are not the same. Emotionality is spontaneous in nature and partially under control, whereas emotivity arises in a planned and deliberate manner. The selection of linguistic tools and performing appropriate operations on them are essential conditions for shaping emotivity. Sometimes, the focus of emotivity shifts from its figurative aspect to its emotion-evoking aspect. Emotivity does not merely express the emotional sphere; it also serves to evoke certain feelings and emotions in the recipient. To understand the difference between emotivity and emotionality, consider the following example: When someone says, "*I feel very sad,*" it reflects a spontaneous emotional state, naturally arising and somewhat controlled. However, the sentence "*This is a very difficult experience for me, but I believe we can overcome this challenge with your support*" is an expression of planned emotivity.

Here, the speaker not only conveys their feelings but also influences the listener, evoking a specific emotional response.

10. At the lexical level, emotive vocabulary contrasts with neutral vocabulary. In terms of its function in the language, neutral vocabulary is broader in scope and more abundant in quantity compared to emotive vocabulary. For example, the word "*house*" belongs to neutral vocabulary, as it simply refers to a place without any emotional connotation. However, the phrase "*beautiful house*" is emotive vocabulary because the word "*beautiful*" adds a certain value, beauty, or impression to the house. Similarly, the word "*companion*" is neutral, while the phrase "*dear companion*" carries more emotional and deeper meaning.

11. In pragmatics related to speech acts, the use of the term presupposition, which works alongside proposition, is important. Presupposition constitutes the stage prior to the proposition. It is an essential semantic component and ensures the validation of the existing idea in linguistic semantics. Let's consider the sentence "*No one has received any news from him.*" The phrase "*no news*" here is a presupposition because for it to be true, a prior condition must exist—such as someone having previously provided news, but then no further news being received. The presupposition is based on the understanding before the proposition is accepted. In other words, the phrase "*no news*" indicates that the speaker assumes that everyone was expecting some news before presenting this information.

12. A speech act is the process of generating and interpreting a text. Given the existence of both written and spoken forms of speech, this process takes on specific characteristics. Additionally, the speech act operates based on accepted speech behaviors and principles within society. In all cases, a speech act is traditional, intentional, and purposeful. Structurally, a speech act consists of the addressee, the speaker, and the context.

13. Syntactic structure holds significant potential in the communication process. A declarative sentence always affirms or denies descriptive meaning; an imperative includes both commands and requests, as well as interrogatives. The concrete meaning of statements relies on a logical foundation. When a statement is given in

relation to a communicative thesis, it is conveyed directly, that is, through a direct speech act. Direct speech acts are linked to the semantic field of statements and are closely related to pragmatics.

14. The grammatical units present in a language, when adapted and reworked by the author in accordance with the semantics of the text, result in the functional reinterpretation of these units, which leads to a more precise and effective expression of text pragmatics. In a direct speech act, monointensionality refers to the construction of a sentence around a single semantic idea. A polyintensional direct speech act, on the other hand, is characterized by the presentation of two or three ideas within a single structure. Example: A simple sentence – *"I am going home"* – expresses one semantic idea and serves one purpose (monointensionality). However, *"I am going home, but I also have tasks to do on the way"* – presents two different ideas (*"going home"* and *"having tasks"*), which is an example of a polyintensional direct speech act.

The main provisions of the dissertation are reflected in the following articles and theses.

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2. Mənanın praqmatik aspektləri və onun linqvistik təsvirdə rolu // BSU, Humanitar elmlərin öyrənilməsinin aktual problemləri, – Bakı: Mütərcim, – 2015. №4, – s.25-28.
3. Vasitəsiz nitqin vasitəli nitqə çevrilməsinin öyrədilməsinin bəzi metodları // BBU, “Xarici dilin tədrisində innovativ metodlardan istifadə yolları” Respublika elmi-praktiki konfransının materialları. – Bakı 23 fevral 2016, – s.35-37.
4. İngilis və Azərbaycan dillərində sual cümləli vasitəli nitqin kommunikativ-funksional xüsusiyyətləri konfrans materialı // BSU “Ulu öndər Heydər Əliyev irsində multikultural və tolerant dəyərlər”. Beynəlxalq Elmi Konfransın materialları. 3-5 may 2016. – I hissə. – s.222-224.
5. Praqmatikanın linqvistik təsvirdə rolu // BDU, Dil və ədəbiyyat. – Bakı: – 2018. №2, – s.78-80.

6. Məna, məzmun və praqmatika // Filologiya məsələləri. AMEA M.Füzuli adına Əlyazmalar İnstitutu. – Bakı: Elm və təhsil, – 2018. №8, – s.61-69.
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10. İngilis və Azərbaycan dillərində praqmatika və nitq aktı // ADPU “Görkəmli dilçi alim, müasir Azərbaycan əlifbasının müəllifi Afad Qurbanovun 90 illiyinə həsr olunmuş Müasir Dilçiliyin aktual problemləri”. Beynəlxalq Elmi Konfransın materialları. 6-7 iyun 2019. – s.503-506.
11. Коммуникативные сбои // “Competitiveness of higher education of Ukraine in the conditions of Information society”. – Ukraine: Chernihiv 11 oktyabr, – 2019. – s.117-120.
12. Cognitive peculiarities of understanding information in interrogative direct speech in English and Azerbaijani // East European Science Journal. – Warsaw: Poland. Fevral 2020. №2, – s.33-38.
13. Особенности выражения вопроса в конструкциях с прямой речью в современном Азербайджанском языке // BSU “Filoloji Elmlər İnnovativ tədqiqatlar kontekstində”. Beynəlxalq Elmi-praktik onlayn Konfransın materialları. 24 dekabr 2020. – s.74-76.
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The defense will be held on 28 February 2025 at 1300 at the meeting of the Dissertation council ED 2.13 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Baku Slavic University

Address: AZ1014, city Baku, str.S. Rustam 33

Dissertation is accessible at the Baku Slavic University Library

Electronic version of the abstract is available on the official website of the Baku Slavic University.

Abstract was sent to the required addresses on 25 January 2025

Signed for print: 27.12.2024

Paper format: A5

Volume: 44 942

Number of hard copies: 20