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ABSTRACT

of the dissertation for the degree of Doctor of Science

**GERMAN-AZERBAIJANI BILINGUALISM AND ITS
EXPERIMENTAL-PHONETIC ANALYSIS**

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

Field of science: Philology

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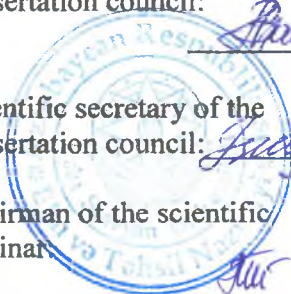
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GENERAL CHARACTERISTICS OF THE WORK

Relevance of the topic and level of development. Since the end of the 20th century, linguistics has entered a new stage of development, characterized by a more active search for effective ways and opportunities of language education, which serves as a reliable foundation for intercultural communication. Although the topic of research is relevant throughout the 20th century, interest in this topic has become particularly vivid in recent years. This is primarily due to the significant expansion of the semantic field of the studied material at the beginning of the third decade of the 21st century, because bilingual education, which manifests itself at all levels of the language, is also actively included in the scope of the main problems.

When highlighting the many problems of bilingualism, scholars take into account both some recent methods and innovative means of teaching languages (especially non-relative groups), because their theoretical and practical application is very valuable. For example, a number of socio-cultural factors that organically correspond to the methodology of teaching foreign languages to Azerbaijani students are included here. Philosophical approach to bilingualism also plays an important role, that is, unconditional adherence to the didactic principles that define the didactic platform of language education as a whole, that is, the principles of scientificity, consistency, expediency, and systematicity. Bilingualism is a mixture of several disciplines, among which linguistics takes the first place. However, the set of linguistic tools that distance from it naturally affects the improvement of the quality of bilingual education. In the broadest sense of the word, this mentioned issue is undoubtedly relevant for modern linguistics.

At the same time, each interpretation of bilingualism is the subject of a large volume of research in itself. It should be noted that the current state of bilingual education in Azerbaijan is, without exaggeration, a pillar of modern linguistics consisting of a number of stages. They, in turn, are divided into separate stages, each of which is accompanied by certain signs and methods corresponding to a

certain age. Moreover, the narrower the scope of these methods, the greater the possibility of deep penetration into the studied problem due to their localization. This also affects the choice of language tools. Therefore, without trying to make the "impossible possible", we specify our choice on the topic of German-Azerbaijani language relations, one of the special branches of the general problem of bilingualism, referring to its experimental-phonetic analysis. The age range is also determined, and it is mainly representative of children of primary school age.

The problem of bilingualism has a long history and, accordingly, has been reflected in a large number of studies. Academician L.V.Sherba first identified three types of bilingualism. Following him, U.Weinreich understood bilingualism as the alternating use of two languages. J.Rosenzweig, who suggested taking into account the communication situation, confirmed this idea. Bilingualism in Russian linguistics was studied from different positions by E.M.Vereshagin, V.A.Avrerin, A.A.Zalevskaya and others. L.Bloomfield paid attention to this issue in European linguistics. There are many articles related to our chosen topic in Azerbaijani linguistics. Its echo can be found in the works of G.Udalikh, G.Shipulina, A.Mammadli, L.M.Granovskaya and others. In addition, a large number of dissertations related to bilingualism in Azerbaijani linguistics have been defended.

The topic we are investigating is directly related to German-Azerbaijani bilingualism with reference to experimental-phonetic analysis. The subject has not been studied in this context, i.e. in terms of comparative-conjugation analysis, in modern linguistics. It is for this reason that the subject needs further research. The main goal of the dissertation work is to fill this gap in linguistics to a certain extent.

The object and subject of the research. The object of the study is the phenomenon of the linguistic world of Azerbaijanis who are temporary or permanent emigrants in Germany (primary school age is in the foreground). With this, the childhood period should be studied from the point of view of bilingual education in German. The lexical-semantic field of linguistic analysis covers all possible types

of bilingualism, as well as its development levels and factors contributing to its improvement in the new German-speaking environment for Azerbaijani families. The research object includes the justification of the main stages of mastering the grammar of the second language by Azerbaijani children.

The subject of the study is the systematization and generalization of the analysis of the problem of bilingualism from the mentioned aspects. The subject of the research work is bilingualism, which is characterized as a dynamic phenomenon. Apparently, this phenomenon can be identified as a consistent and purposeful mastering of a second language in addition to the native language in the context of migration. However, it is not homogeneous in its internal structure, and therefore it requires a thorough study from various aspects. Since the subject of the research includes the experimental part where the phonetic analysis of individual lexemes or expressions of the German language is carried out, the main stage of the work is successively divided into project, search-cognition, research and reflection stages.

Research goals and objectives. The goal of the work is to determine the characteristic features and linguistic bases of the learning of the German language by Azerbaijani children. A significant part of the material is dedicated to Azerbaijani families who moved to Germany for various reasons and learned the state language. The set goal requires setting and solving some tasks at work:

- to learn the essence of the phenomenon of bilingualism and to give a clear terminological explanation of it;
- to provide brief information about the history of the development of bilingualism in Azerbaijan and Europe;
- to classify and systematize the types of bilingualism on the basis of uniform classification criteria;
- to present a clear terminological interpretation of the concept of "bilingualism" by reconciling the opinions of individual scientists;
- clarify the issue what receptive or productive mechanisms does difference have to operate in order to be considered bilingual;

– to determine the real ratio of lexical-semantic, grammatical and orthoepic norms in determining the levels of bilingualism and to present a typology of bilingualism with an indication of all possible approaches;

– to conduct a comparative analysis of a number of phonetic laws of the Azerbaijani and German languages, to analyze all available approaches for better mastering of the second (German) language by children from Azerbaijani families.

Research methods. System-structural, functional-communicative and comparative-historical (historical-etymological) methods were used in the study and description of language material in the research work to achieve the set goal and solve specific research problems. Methods such as linguistic analysis, observation, experiment (survey), parametric and semantic-functional analysis are of special importance.

The main provisions defended:

– In modern linguistics, the issue of learning a second language along with the native language does not cause disputes among linguists. The answer to this question is simple and clear. The forum is dedicated to the problem of immanent development of intellectual abilities of people of all ages. In other words, bilingualism has an extremely positive effect on the overall development of an individual;

– The rationale and practical application of bilingualism among Azerbaijani children learning German in Germany is primarily reflected in the sociolinguistic approach, which involves the social interaction of the language community, and in linguistics based on scientific text laws. Cognitive bilingualism, which orients theoretical scientists to the levels of mastery of native and foreign languages, and records different approaches to both languages, is functional and focused on solving problems;

– There are both individual and general aspects based on specific aspects among the types of bilingualism. We are successively pure, mixed, complex, coordinative, subordinative, etc. We have analyzed the types. To one degree or another, children of Azerbaijani families face certain difficulties while learning the German language and

inevitably turn to these types. One of them is the problem of the structure of the foreign language being distorted as a result of the intervention of the mother tongue under certain conditions. Helping children overcome these difficulties is the main task of family and school joint coordination work;

– Their parents and school teachers participate in children's mastering of the second (German) language. Despite the functional differences, both sides have the same long-term goal: mastering perfectly a foreign language. As a rule, in Azerbaijani families, the national language is used more often. The task of school teachers in Germany is different: they use a wide variety of methods to teach their native German quickly and efficiently.

Scientific novelty of the research. The scientific novelty of the research consists in conducting a comprehensive interdisciplinary and intertextual analysis of the phenomenon of bilingualism in children for the first time at the dissertation level, and in this process, it is based on the study of German language by children from Azerbaijani families in German schools. The expediency of ideas about what types of bilingualism should be applied in the migration environment is shown in the dissertation. In modern linguistics, large-scale monographs presenting a systematic phonemic analysis and separate grammatical categories of Azerbaijani and German languages, or even special articles in scientific sources at the republic level, are rare. This means that the area of bilingualism is not sufficiently developed.

Theoretical and practical significance of research. Separate sections of the research work are also devoted to the problems of artistic bilingualism, which find their expression with the relevant types of translation (for example, auto-translation, literary translation). Each of the terms mentioned in the work is explained and also used when necessary to justify certain facts and linguistic phenomena. In the dissertation, different parts of speech, phonemes, and words of the Azerbaijani and German languages are classified according to different signs. The theoretical importance of the research also lies in the linguistic justification of the possibilities of expanding the functional-semantic potential of these words.

The practical significance of the research is that the obtained results and generalizations can be successfully used in the study of the Azerbaijani and German languages. The results obtained from the analysis of the semantics of words and expressions in two languages in the work can be used in the practice and theory of bilingual education in general. The results of the research can be used in the general course of Azerbaijani and German lexicology and in the special course on linguistics, as well as in the school experience of teaching foreign languages to young Azerbaijani children.

Approbation and application. The results of the research were reflected in the author's articles published in the journals included in the register of the SAC under the President of the Republic of Azerbaijan. 22 articles and 12 theses were published on the subject of the dissertation. The results of the research were reported at the seminars of the Indo-European languages department of the Institute of Linguistics named after Nasimi and at international conferences.

The name of the institution where the dissertation work was performed. The dissertation work was performed at the Department of Indo-European Languages of the Institute of Linguistics named after Nasimi of the Azerbaijan National Academy of Sciences.

The volume of the structural sections of the dissertation separately and the total volume with characters. The dissertation work consists of Introduction, four chapters, conclusion and list of used literature. Introduction part of the dissertation – 7 pages, 11 184 characters, Chapter I – 68 pages, 116 920 characters, Chapter II – 73 pages, 127 977 characters, Chapter III – 67 pages, 114 667 characters, Chapter IV – 44 pages, 66 381 characters, Conclusion – 5 pages, 7 624 characters. The total volume of the dissertation is 444 753 characters, excluding the list of used literature.

MAIN CONTENT OF THE WORK

In the "*Introduction*" of the dissertation, the relevance of the topic and the level of development are justified, the object and subject of the research, goals and tasks, methods, the main provisions put forward for defense are determined, the scientific innovation, theoretical and practical importance, approval and application of the research, the organization where the dissertation work is performed. Information about the name, the separate volume of the structural units and the total volume with the character is presented.

Chapter I of the dissertation is called "**Bilingualism as a special phenomenon and the norms of its observance by Azerbaijani children in a German-speaking environment**" and consists of 4 paragraphs. In paragraph I, entitled "*Theoretical aspects of studying bilingualism. Problems of typology, differentiation and unification*", the focus is on the theoretical aspect of the problem – the study of bilingualism. Despite the purely linguistic orientation of the dissertation as a whole, the introductory part is related to the socio-economic and political life of Azerbaijan. Therefore, bilingualism is considered here within the framework of cultural, professional and business relations of our republic with some leading European (especially Germany) states. We did not accidentally mention this type of exchange in the first part of the research, because we are sure that this aspect is fully and completely relevant to the problem of expanding international language relations.

The topic we have studied shows that some of the studies conducted in this aspect are outdated, as they were conducted quite a long time ago. However, time does not stand still, and new types of bilingualism have appeared in recent years due to the dynamics of technological progress. Therefore, at the beginning of the third decade of the XXI century, scientific considerations about the completeness of the reflection of the rapidly changing linguistic situation in other countries and regions of the world are distinguished by their relevance. Indeed, in the whole civilized world, including in Azerbaijan, important changes affecting human consciousness have been taking place in all spheres of life recently, and at the same time,

important changes have taken place in the system of improving one's mother tongue with parallel learning of another country's language, that is, a second language.

It is also important to consider that many children at an early age have a higher potential to grasp the second language system. This is closely related to certain changes in children's emotional-volitional and mental development, their motivation, and communication with peers and adults. It should be noted that the development of action and behavior mechanisms of young children is the most decisive stage in the formation of the child's personality as a whole.

What is the essence of bilingualism typology? First of all, a detailed terminological explanation of this phenomenon is given, referring to the works of O.S.Akhmanova, E.Zemskaya and others. Then, today's types of bilingualism, especially in one of the monographs of the German scientist H.Beardsmore, all existing types of bilingualism are listed. In our opinion, its division is important not only for the current section, but for the entire dissertation as a whole, because they are grouped according to the principle of combining their specific aspects.

The materials presented in this paragraph are proportionally divided into three parts: typology, differentiation and unification of bilingualism. We have tried to pay more attention to those which are objectively distinguished, whose internal characteristics are clear and reliable and which are considered complete. Such an important classification for the first time presented by academician L.V.Sherba. The author distinguished "pure", "mixed" and "grammatized" types of bilingualism. According to him, the *"pure type" is more dominant at home, that is, in the family environment. Mixed – effective at work, in the performance of any professional obligations. In this type, people shift from one language to another. The business environment demands just that.*" According to L.V.Sherba, this type is also understood as learning a foreign language from the perspective of the native language. The third – *"grammatized"* fully reflects its terminological name, because it is aimed at understanding and memorizing individual grammatical rules or categories of the studied

language ¹.

Based on this typology, some other scientists have also created their own standardized schemes and models. For example, A.E.Karlinisky agrees with L.Sherba in some parameters and notes the need to take into account the *"conditions and place of speech formation in mixed bilingualism"*². V.B.Belyaev developed L.V.Sherba's typology in more detail, directly, etc. types have also been added.

Differentiation according to individual specific characteristics was carried out by V.A.Salimovsky, T.B.Trosheva, N.V.Danilevskaya and others. Among the most important features is considered "emotive-emotional style". We are talking about such a stylistic layer that expresses emotions in language from different sides (in this case, Russian, Azerbaijani and German). Considering that the entire dissertation is devoted to the issue of teaching German language to Azerbaijani-speaking migrant children, expression is considered as a complex concept in the differentiation of bilingualism.

Based on the comments made by T.B.Trosheva and N.V.Danilevskaya, when learning a second language, *he works with "style" and "emotive-emotional style" that learns all kinds of "shades" with two related concepts – respectively, all kinds of "expressive means of the language system and the use of them by native speakers"*³. Moreover, the proposition put forward by V.A.Salimovsky objectively applies to any language, including Slavic and Romano-Germanic groups.

Later, Y.A.Sorokin introduces the "game" type of bilingualism to the scientific level. Modern game technologies are actively included in the daily life of children. The fact that they are actively used among young children is noteworthy. Moreover, it occupies a certain part, if not much, of the total time of children, especially from

¹ Щерба, Л.В. Избранные труды по языкознанию и фонетике / Л.В.Щерба. – Ленинград: Просвещение, – т. 1. – 1958. – с. 115.

² Карлинский, А.Е. Основы теории взаимодействия языков /А.Е.Карлинский. – Алма-Ата: – 1990. – с. 100.

³ Салимовский, В.А. Некоторые вопросы экспрессивной стилистики // Сфера языка и прагматика речевого общения: Международный сборник научных трудов. – Краснодар: КубГУ, – 2006, – с. 623.

6 to 9 years old, both in daily family life (parental upbringing) and in school. In grades I-IV, game technologies are used as an important additional tool for the development of mental abilities of primary school students, and for increasing educational activities. As noted by N.V.Imedadze, various indicators in the development of speech are closely related to it⁴.

V.Y.Rosentsveig, on the other hand, is suspicious of this type, as he considers it more appropriate to go beyond game communications. Features specific to this type do not seem to be very important in determining the types of bilingualism. Instead, he suggests focusing on the relationship between concepts such as the subordination and coordination of native and non-native languages. Thus, bilingualism, on the one hand, is divided into subordinative and, on the other hand, coordinative type⁵.

The next type of bilingualism is mastering. Its main example is a translator who, as a rule, uses two languages in communication. This type is very different from natural bilingualism. It is more subjective and has shades of professionalism. Therefore, some linguists call this type individual, as it is limited to the practice of an individual. For this type of bilingualism, the status of the two languages used by the translator is important. It is dynamic because it is understood as a direct contact between two languages and two cultures. The translator acts as their middle link, a kind of connector. Thus, the translator is practically always bilingual. After all, its functions organically include learning the language and culture of a second nation at the same time. According to N.D.Shmelyov, *"before describing anything, it is necessary to determine what and which language phenomena we consider central, that is, to study the essence of these phenomena, interpret them and then describe them. The comment can be given after the situations in which the criteria*

⁴ Имедадзе, Н.В. Управление процессом овладения вторым языком // Хрестоматия по возрастной и педагогической психологии / Под ред. И.И. Ильясова, В.Я.Ляудис. – Москва: Наука, – 1984. – с.117.

⁵ Розенцвейг, В.Ю. Основные вопросы теории языковых контактов // – Москва: Прогресс, Новое в лингвистике. Языковые контакты, – 1972. Вып. № VI, – с. 18

that the described events must meet are formed and compiled."⁶

In this way, that is, after the correct selection of the criteria for the phenomena, some researchers believe that the second language is almost always subject to distortion, sometimes even due to a very significant natural interference from the mother tongue. But these distortions are natural, because speakers of two or more languages, including Azerbaijani and German, do not and cannot understand exactly the same concepts and definitions.

In this paragraph, the terminological explanation of bilingualism is given and its characteristic features such as the spectrum of independent activity are summarized by us. Thus, a generalized scheme is created in which these properties are unified. For example, natural and artificial bilingualism are polar opposites, linked by innate and acquired causality.

Paragraph 2 – ***“The outlook of children in a foreign language in the light of speech activity and the main theoretical provisions of bilingualism”*** has mainly applicative nature. Here, the speech activity of Azerbaijani-speaking children is examined from the perspective of foreign language perception against the background of the main theoretical provisions of bilingualism. Also, the main problems of bilingualism for the children of Azerbaijani families who moved to Germany are brought to the center.

Migration abroad is a two-way process. Depending on its purpose, it can be characterized both ethnographically and linguistically. However, the first point involves the consideration of socio-economic relations objectively, and due to the narrow nature of this fact, we kept it out of the study and focused on the relationship between mother and foreign languages. Moreover, the advantages of choosing one of the two languages as the leading language are central to this chain. This also creates conditions for children to freely choose certain forms and methods of mastering the phonology and vocabulary of a foreign language (more precisely, the German language). In the process of natural language mastering, one or another type of bilingualism is preferred, which, on the one hand,

⁶ Шмелёв, Н.Д. Очерки по семасиологии русского языка / Н.Д.Шмелев. – Москва: Высшая школа, – 1964. – с.140.

creates the main research area for theoretical scientists, and on the other hand, is the most favorable for increasing the mastering of Azerbaijani children. Finally, on the third hand, it is also suitable for parents of migrant families.

The problem of speech mastering is one of the important issues in bilingualism and is directly related to the topic we are studying. This issue has been investigated by J.Piaget, Fr.Grosjin, E.Oksar, I.S.Kon and others in children of the mentioned age in modern times. It is interesting that when talking about the problem of a single language, simply showing different professions, in our opinion, proves its relevance. Each of these scholars has contributed to this issue and their theory is rich with interesting facts for analysis. J.Piaget focused on the psychology of the child's personality. In the issue of bilingual education and upbringing in the child's language behavior, he first of all saw the problem of "egocentrism of thought that strongly opposes socialization"⁷.

Based on the ideas we have already studied, we were able to clarify that certain stereotypes may not exist in the speech of bilingual children. Such moments are characterized by their microcosm of good and bad. The clear differentiation of these moral-ethical norms and concepts on both sides is characteristic of a minor instilled with division according to the principle of black-and-white logic. But this logic causes to arise the corresponding stereotypical speech expressions from children's folklore, clichéd quotes from "adult speech", etc. As noted O.N.Panicheva, "*...in general, children's description of the universe and adults' perception of the world clearly differ, first of all, with positive emotional coloring.*"⁸

In Chapter I of the research work, it was observed how important the environmental factor is, which the child enters after birth and later has a certain influence on his psychophysiological and emotional-cognitive development, and it is shown that this environment consists of at least three main spheres or worlds. It is

⁷ Пиаже, Ж. Речь и мышление ребенка / Ж.Пиаже. – Санкт-Петербург: Союз, – 1997. – стр. 43.

⁸ Панычева, О.Н. Закономерности лексической организации текстов о природе для детей: /Дисс. канд. Филол. наук / – Санкт-Петербург, 1999. – с. 68.

the world of things and objects, people and languages. In relation to the topic we study, it is important to note which term in German is more appropriate in characterizing the child's speech development. For example, G.Sagun suggests using the term "environment" to describe speech activity: *"The child's interaction with the environment includes the material environment, the language environment, and the child's personal environment."*⁹

Paragraph 3 entitled ***"Essence of bilingualism: principles and problems"*** states that in other national conditions of bilingual education, children are forced not only to temporarily prefer another language (for example, German, Azerbaijani families who moved to Germany), but also to choose between cultures. It is clear that *"adults regulate this process, especially at first. They, in essence, direct their children to a balanced form of the combination of these aspects, because the interaction of unrelated languages leads to the solution of the question of the choice of cultures and ethnic groups."*¹⁰

For example, children in bi-ethnic families still try to integrate and assimilate the two languages (native and German) and the two cultures, albeit to different degrees. It is also necessary to take into account the fact that adults in monoethnic families naturally become carriers of a specific culture, that is, Russian-speaking or Azerbaijani-speaking. But in dual ethnic families, the child is both bilingual and bicultural. So, in a monoethnic family, children can be both bilingual and monocultural. As written by V.A.Avroni, *"it is characterized by the general lack of psycho-, sociolinguistic and ethno-cultural competence in the speech behavior of children who speak their mother tongue. Moreover, this situation is observed both verbally and non-verbally."*¹¹

Since this issue is controversial, we analyze it from different positions. It is noted that even if individual Azerbaijani children have egocentrism, communication still plays a very important role in the

⁹ Szagun, G. Sprachentwicklung beim Kind: Eine Einführung (5. Aufl) // – Weinheim: Psychologie Verlag Union, – 1993. – p. 190.

¹⁰ Аврорин, В.А. Двужычыіе і школа // Проблемы изучения двуязычия и многоязычия. – Москва: Наука, – 1972. – с.55.

¹¹ Там же, с.57.

process of learning German. As it can be seen, J.Piaget talks little about this aspect of the matter.

Fr. Grojan analyzes the issues of children's mastering of speech in a second language, mainly from a cultural point of view. It denies the maximalist commitment of primary school children to dual culture and thereby justifies the idea of accepting only one language as the main language when communicating with foreigners. In our research, we rely on the relevant propositions of Fr. Grojan's basic monograph "Bilingualism: life and reality". On the contrary, E. Oksaar objects to the Czech linguist and considers acquiring a second language and culture a relatively simple and natural act: *"To acquire a second language is also to acquire its culture."*¹² I.S.Kon commented on this issue as a linguist and sociologist. The author writes that this is where the dual attitude towards bilingualism comes from. First of all, the scientist confirms the social status of children in the new society (sociological aspect of the problem). Second, he explains that learning a second language is closely related to *"on the one hand, children's understanding of the world of adults, and on the other hand, foreign culture"*¹³ (linguistic aspect of the problem).

In the 4th paragraph entitled ***"Aspects of bilingualism and the current state of research"***, it is considered necessary to point out the psychological aspect of the perception of speech in a foreign language by children. Before reaching a certain age, it is difficult for a child to put himself in another person's place, or even to understand that this other person can see an object or event differently. The child sees it in pictures and repeats it; whatever he imagines, he automatically completes his thought in speech.

By continuing the analysis of the language mastering mechanism of Azerbaijani children in German, the study paid attention to the works of other Russian and European scientists who approached the basics of modern bilingual education from different angles. They clearly interpret the study of different types of bilingualism from

¹² Oksaar, E. Spracherwerb im Vorschulalter: Einführung in die Padolinguistik / E.Oksaar. – Stuttgart: Berlin: Köln: Mainz: Kohlhammer: – 1977. – S. 249.

¹³ Кон, И.С. Ребёнок и общество: Учебное пособие для студентов / И.С.Кон. – Москва: Издательский центр «Академия», – 2003. – с. 112.

both linguistic standpoints and psychology, psycholinguistics, mathematical linguistics, history, ethnography, and sociology. There are as many ideas and considerations as there are scientific subjects. All the researchers mentioned in this paragraph of the thesis agree that learning a second language for migrants is appropriate, useful and sometimes even vital for the overall development of mental abilities.

Chapter II, entitled “**Sociolinguistic typology of Azerbaijani-German bilingualism. Assessments, Norms and Criteria for Studying a Second Language Abroad,**” consists of four paragraphs. In paragraph I, entitled “*Functional characteristics of the subject and object of information transfer and perception in bilingualism*”, attention is focused on the characteristic features of the subject and object of information transfer and perception in bilingualism. Each of the intermediate relations of data that we have chosen for analysis has an individual-functional purpose on the way from the subject to the object. They are explained and justified in detail in this part of the study.

If we point to the manifestation of typical situations, the modern sociolinguistic picture of the typology of Azerbaijani-German bilingualism will be brighter. For example, at the beginning of the third decade of the XXI century, it is an obvious fact that most of the world's education systems strive for monoculturalism. However, this desire was poorly aligned with a number of social factors, as well as with language theory itself, and often conflicted with life experience. Due to the changing situation in the world, bilingualism is gradually preferred and this is a completely natural progressive movement. It should be noted that parents of children studying in German schools, who are looking for work, will be forced to learn the German language at least in general form if they ultimately stay in this country. As they say, migration is completely solved, but language problems not only do not decrease, they become even more acute. In other words, the problems of improving the former state language of bilingual schoolchildren in Azerbaijan lead us to a number of associative thoughts related to the same problem, but already related to bilingual schoolchildren in Europe. One of the main tasks of this

paragraph of the work is to reveal these thematic parallels within the socio-linguistic typology of Azerbaijani-German bilingualism based on assessments, norms and criteria related to learning a second language.

First of all, the topic of knowledge transfer (teaching) and the object of understanding the German text (teaching) are determined. A schematic picture of bilingualism is given, which is primarily defined by typical situations. The coefficient of the mechanism of the formation of speech in the second language increases sequentially (in stages) depending on the degrees of the proposals of German theoretical linguists, and teachers who practice elementary school students follow their development using technological innovations.

Before proceeding directly to the definition of these features, the importance of the natural arrangement of typical situations in bilingualism has been emphasized. This process involves the joint efforts of both the family and the school. This is one of the sharp ways of creating the most comfortable socio-psychological environment for migrant children of Azerbaijani families to quickly and skillfully master the second language.

It is clear that if the theory of bilingualism lacks a socio-linguistic base, the transfer of information will be incomplete and unreliable. In such a case, its typology will, figuratively speaking, "become lifeless". Moreover, it will logically lead to an objective evaluation, which does not seem realistic in determining norms and criteria for learning a second language. But just such a base allows linguists to consider the following three factors in the process of learning a second language: a) communication with adults ("own" and "strangers"); b) communication with children (peers and others); c) communication with oral artifacts (book, film, computer, smartphone), etc. Thus, we see that technological innovations have ample opportunities to actively participate in the process of bilingual education. Now they can rightfully be called the most important "authority" in bilingualism and at the same time a pillar in the socialization of the child.

O.Berngardt, A.E.Suprun, V.P. Moskvin, M.A.Alekseyenko¹⁴, etc. unanimously assert that an important feature of the typology of bilingualism, supported by the appropriate level of socialization, is the display of associative images in the language. We also note that they function more in the form of ready-made fragments in the speech. Under certain conditions of the foreign language environment, they turn into stable expressions, a kind of text memories, causing a related problem – intertextual communication. Imagery as a component of bilingual children's associative thinking intersects with separate components of the "grammatized" (according to L.V.Sherba) type of bilingualism. And thus, in the speech of Azerbaijani children, some stable expressions in the German language become "clichés", they are better repeated and easier to remember due to the transition to a conversational style. True, this transition can be both planned, purposeful and spontaneous, depending on a number of reasons. But in any case, these plural expressions fit organically into the typology of bilingualism.

Another feature of the socialization of bilingual children in Germany is the wide network of television programs and publishing activities. Children's lexical reserve is partly filled by the heroes of popular books and Disney films: "Bambi and Cinderella", "Der Dieb von Bagdad, Nils Holgersson", as well as screen adaptations of E. Das doppelte Lottchen" and "Punktchen und Anton". In recent years, children's cartoons in 3D format have been added to these names: "Kapt'n Blaubar, Pumuckl", some (ours are more legendary characters) heroes of the "Tigerenten-Club" program are working on the mastering of German by Azerbaijani-speaking children,

¹⁴ Бернгардт, О.В. Речь ребёнка-билингва как предмет лексикографического описания: ситуация русско-немецкого двуязычия / О.В.Бернгардт. – Ярославль: Ярослав. гос. пед. ун-т им. К.Д.Ушинского, – 2009. – 218 с.; Супрун, А.Е. Текстовые реминисценции как языковое явление // – Москва: Вопросы языкознания, – 1995. № 6, – с.29; Москвин, В.П. К типологии речевых образов // – Москва: Известия АН. Серия литературы и языка, – 2003. Том 63, № 2, – с. 41; Алексеенко, М.А. Текстовая реминисценция как единица интертекстуальности // Массовая культура на рубеже XX-XXI веков: Человек и его дискурс. Сборник научных трудов, – Москва: Азбуковник, – 2003. – с.221-233.

especially makes it easier for Azerbaijanis who are living the first year of migration.

Dr. Friederika Euler, a television journalist from Bavaria, Germany, notes that the new heroes of children's films and programs are also loved by adults: *"...for me, four years ago, that was the moment when my mother asked me the question, "What are you doing there?" . Then I said: yes, that's it and more. Then my mother said: This is great, I like it very much. He felt and discovered it at an old age.*"¹⁵ Based on the author's statement, we would like to briefly dwell on a kind of guide to the world of children's texts and an aspect of bilingualism that facilitates their comprehension. It is about the use of names. No German text can be imagined without them. Children's authors do not give random names to characters based on the characteristics of their readership.

For example, the names of the characters of H. Moser with the corresponding common noun indicate that (Eber – Engelbrecht; Igel – Ewald; Lowe – Elias; Pinguin – Pepe) (Boar – Engelbrecht; Hedgehog – Ewald; Lowe – Elias; Penguin – Pepe) these names they can also appear as surnames (Arnold Maus; Balduin Nashorn; Herr und Frau Katzelmeyer; Joschi Tintenkatz; Zacharias Miauinger), (surnames (Arnold Maus, Balduin Nashorn, Mr. and Mrs. Katzelmeyer, Yoshi Tintekatz, Mexiriasing), some names are behavioral or represents a characteristic element of the appearance: Eduard Nussknacker – Eiri Mauserich; Klara Miezmiéz; Oswin Griinhutt (Mauserich mit verwegendem Schnurrbart, hohem Hut und Sbel); Richard Schnurr (Kater); Schorchi und Mizzi (Eichkatzen); Xavier Rotpelz (Kater); Wendelin (Hund). (Eduard Nutcracker – Eiri Mauserich; Clara Mezmiès; Oswin Grunhut (mouse with a bold moustache, top hat and sword); Richard Schnurr (Tomcat); Schorchi and Mizzi (squirrels); Xavier Redfur (cat); Wendelin (dog).

However, the content of some German television and video programs is sometimes too difficult and complicated for the speech of children from Azerbaijani families. Using numerous examples of the most typical errors of bilingual children, we clarified that it is

¹⁵ TELEVISION 2001: Eine Podiumsdiskussion mit den heute prägenden Schaffenden // TELEVISION online, Ausgabe 14/2001/2

quite difficult for them to work with associative-speculative categories. Therefore, most of the words are associated in one way or another, but with a certain action. German television and video programs partially help to overcome these difficulties. The essence of the matter is that children's nominations are very expressive, motivated and concrete. These programs are all about creative thinking.

Then, in the dissertation, extensive material on German onomastics intended for the learning of Azerbaijani-speaking children is presented. The inclusion of an array of data related to names was of particular importance to us. First, almost no major text in any section of modern German linguistics is without a title, and secondly, the texts we have selected for analysis in this work include "precedent names". Their characteristic feature is the use of the names of the most famous personalities of modern Germany in well-known children's compositions. In addition, it is well known that the same names are repeated many times in different children's texts. Therefore, we compared their use in the speech of Azerbaijani children with other figurative texts that are easy to understand. G.Moser believes that *"such children's texts with precedent names" are one of the "internal units of progressive bilingualism"* according to his interpretation. "Precedent names" create a lexical-semantic space around themselves, where one concept is relatively easily replaced by another or a number of factors are associated with it. Here, these names are not only shown in the composition of films, books and other printed publications, but also distributed according to certain language norms. Having listed them according to the divisions of German linguistics (first of all, phonology and grammar), we have analyzed in detail the natural connection factors of two or more concepts that correspond not only to linguistic features, but also to the spirit of "progressive bilingualism".

This paragraph is completed by the material prepared based on the scheme of S.N.Tseitlin. Here we are talking about word creation innovations. These are verbal distortions that children create independently. In the following texts of the work, innovations related to the morphological order are mentioned one after the other. These

are cases characterized by the formation of different forms of the word that do not correspond to the norm or the change of their morphological structure. This happens mostly with adverbs that have an adverbial function in German; replacing suppletive forms with regular forms: "zweizehn" (zwölf); "vierzehn" (Quadrillion); "verbrechen" (zerbrechen).

Then we study the lexical-semantic sequence of the bilingualism process. The essence of this situation is that children use normative German words, but these words are used in non-standard (different) meanings. For example: "Fortschritt" (conc., auf dem Spielfeld); "Eingang" (Gang beim Auto); "vielleicht" (magic viel); "Armee" (Rudel); "Hohle" (Echo); "Kartoffel" (Loch); "Corner" (Spielkugeln); "Lage" (Vorlage); "Ritz" (Sprung, Riss).

The phonetic (or phonological) changes in the word differ from each other. German words in the speech of Azerbaijani-speaking children are the result of sound transformations. The essence of the phonetic (phonological) event is to give a special tone to words that are not in the national language. This helps to understand incomprehensible words: "Knickboard" instead of "Kickboard"; "Fahrschiff" (Fahrschiff); "Schneisturm" (Schneesturm); "Stechnadel" (Stechnadel); "Stehuhr" (Standuhr) etc.

Innovative substitutions of an associative nature. In this case, one word is replaced by another: "bevor" instead of "während", "überübergestern" instead of "vorvorgestern"; "haarknapp" instead of "haarscharf"; "punkt" (adverb of time) instead of "genau" (adverb of place); "neulig" (neuerdings); "aufgehen" (von Wolken, wie die Sonne').

Analogy: according to the match "wundergroß – wunderschön"; According to the "Unterbluse – Unterhemd" fit; According to the "Hundenheim-Kinderheim" match; According to the correspondence "Carmontag, Karfreitag"; according to "halsunter – kopfuber" compatibility; The word "Nachtgesicht-Taggesicht" was created mainly to match the internal analogy. Also, "Morgen" kindergarten (Morgen kindergarten (K., in den die Kinder nur morgens gehen)) the word "wonderful" – according to the correspondence with the word "wonderful"; the word "alt blues" – but it does not match the

meaning of the word "shirt"; dog house – child by analogy with his house; the phrase happy Monday by analogy with good Friday; halsunter – by analogy with kopfuber; Night Face – by analogy with the word Day Face due to its internal meaning compared to other companies. By analogy with the kindergarten word "Morgen" (children's K., where they go only in the morning) the word "Nachmittagkindergarten" (day kindergarten) was also formed.

Equalization of linguistic asymmetry (gap filling): "Hinterzahn" of "Vorderzahn"; "Hinterseite" of "Vorderseite"; of "Vordersitz", "Hintersitz"; "Hochwinter" of "Hochsommer"; "Neustadt" of "Altstadt"; "Schiefdach" of "Flachdach"; "Understag" as an antonym of "Feiertag".

These factors created the need to assess the German language skills of Azerbaijani children to a certain extent. Since this issue is closely related to the socialization of the individual, in addition to purely linguistic rules, it is necessary to take into account the points that lead to children's self-awareness at certain stages of learning a second language. For this purpose, it is important to apply appropriate schemes or models. In this case, the question arises: According to what parameters should this process be set?

An attempt is made to answer this question in the 2nd paragraph of the dissertation entitled ***“The role and importance of the criteria for evaluating children's speech in the process of learning a second language in the aspect of socialization”***. This paragraph is entirely devoted to the assessment of the speech activity of Azerbaijani children who are taking a German language course in Germany. The main purpose of this paragraph is to demonstrate a fairly rich range of vocabulary in a foreign language. This is especially evident in the fact that many children tend to use different styles, in many cases non-normative language. For example, involuntary behaviors, insulting words, etc. Here, it is shown that offensive words are more an expression of emotional-expressiveness. This is the hidden psychological reason for the free choice of individual word forms under certain circumstances.

The quantification of the determined stylistic layer of the dictionary showed that these polar emotive meanings correspond

very organically to the social typology of Azerbaijani-German bilingualism. Therefore, we have focused on this dictionary in more detail in this paragraph, and the most characteristic reasons for the manifestation of this situation in the speech of Azerbaijani children have been revealed. Based on various evaluation criteria, some norms and rules for the use of other stylistic layers of the German vocabulary of Azerbaijani-speaking children in Germany have been determined.

Chapter II, paragraph 3, entitled *“Characteristics of bilingualism as a social process”*, examines how the child's attitude to the people around him and the assessment of their actions change with age. It is absolutely impossible to study the evaluation mechanism of children's speech without taking into account cognitive, psycholinguistic and pragmatic parameters. For example, concepts related to the field of feelings, which are actively used to express evaluation, often have a different semantic content in the speech of children than in the vocabulary of adults.

The language world of a primary school student is distinguished not only by bright tones and positive shades of language units. The evaluation scale existing in the language consciousness of a person requires a "negative" encounter as well as a "positive" evaluation. Confirming this fact, S.G.Vorkachev writes that *“foreign-speaking children often use absolute rather than relative assessment in the process of learning a “foreign” language. This situation partly explains the reason why implicit comparison is usually located in the derivational structure of words. For example, in the words “Mordsschuh”, “Riesenpolizist”, etc.”*¹⁶

It is during the school period that the child gets acquainted with the coarse vocabulary and uses this vocabulary for the purpose of self-affirmation. The desire to stand out from the environment of adults, to resist it, to demonstrate their independence is clearly demonstrated, especially by children who are on the verge of "adolescence". V.V.Khimik writes that *“adolescent child “plays”*

¹⁶ Воркачев, С.Г. Лингвокультурология, языковая личность, концепт: становление антропоцентрической парадигмы в языкознании // – Москва: Филологические науки, – 2001. №1, – с. 69.

with expressive vocabulary, as if tests vocabulary in terms of power, effectiveness, and at the same time expressive effect and emotional self-satisfaction."¹⁷

A child's interest in coarse words is naturally related to his understanding of human nature and his physiology. Realizing the taboo nature of some areas of human relations and the need to observe moral and ethical norms in communication, in the process of learning the German language, the young schoolboy tries to find the means familiar to him by making contact with his native language. The field of artificial bilingualism is very wide and diverse, and therefore includes some associative relationships. In this way, it partly reminds us of associative bilingualism.

The essence of the 4th paragraph of chapter II ***“Sociolinguistic Typology of German-Azerbaijani Bilingualism”*** is to learn what are the ways and means of finding one's place in the new social world through communication with foreign language children. The desire to learn a second language is sometimes met with obstacles artificially created by German children. For this reason, the task of revealing the psycholinguistic mechanisms that allow children from Azerbaijani families to adapt to the language world of Germany more easily and quickly is considered the main point in the work. Linguistic factors such as overgeneralization, paraphrasing, narrowing of meaning, and metaphorization were included in separate evaluation criteria. The importance of each of these factors is first explained and then critically analyzed. What special importance they have in different texts and how they are perceived by children is also investigated.

However, at the end of this paragraph and chapter 2 as a whole, the main attention is focused on the use of conjunctions and exclamations, including voice imitation words, in the speech of Azerbaijani-speaking children. Together with other branches of German linguistics, they are actively used in children's language, that is, in oral and written speech. Therefore, the most important point for research is the German interjections, which occupy an intermediate

¹⁷ Химик, В.В. Поэтика низкого, или Просторечие как культурный феномен / В.В.Химик. – Санкт-Петербург: Филологический факультет СПбГУ, – 2010. – с. 40.

position between auxiliary and main words in the system of this language, and sometimes voice imitation words. It is clear that German exclamations are particularly difficult to remember and use by Azerbaijani children due to their internal irregularity and non-standard distribution. We conclude that the approach to imitation words in the Azerbaijani language is not as important as in the German language. After all, in Germany, the second language must be learned first. And we are in complete solidarity with the scientists who today accept this part of the official speech with "paradoxical meanings". Thus, *"the debate is related to both their syntactic functions and semantic meanings."*¹⁸ The issue of marking exclamations as a separate word group between parts of speech has been considered controversial in German linguistics for a long time.

Different views on the subject of research are presented in the dissertation. J.Erben compares exclamations with adjectives and adverbs and attributes the first to the class called "characteristics" ("das charakterisierende Beiwort"). The author writes that exclamations do not play "any role within the sentence", but express independent meaning in moments of fear or pain, joy or reluctance¹⁹.

Chapter III called **“Communicative component of teaching German language to Azerbaijani bilingual children (in discursive and creative aspects)”** consists of five paragraphs. The role and importance of "language games" in the communicative behavior of Azerbaijani migrant children is highlighted in the 1st paragraph entitled ***“The role and importance of "language games" in the communicative behavior of migrant children”***. The nature of these games is binary and we classify them in separate fragments. Together, they form a textual discourse that is as close as possible to linguistics as a whole. Games are the result of creative imagination and therefore have quite a strong motivation. In essence, this directly helps the correct construction of well-formed expressions, relatively

¹⁸ Кривоносов, А.Т. Система классов слов как отражение структуры языкового сознания: (Философские основы теоретической грамматики)/ А.Т.Кривоносов. – Москва: – Нью-Йорк: – 2001. – с.510.

¹⁹ Erben, I. Abriss der deutschen Grammatik / I.Erben. – Darmstadt: Wiss. Buchgesellschaft, – 2009. – 208 S.

simple sentences in the German language of Azerbaijani children.

There is an extensive linguistic literature on the important role of "language games" in bilingualism. Based on the ideas of psycholinguist I.S. Kohn, linguists and methodologists K.R.Wagner, E.A.Bryzgunova, V.I.Shakhovski, V.R. Dolnik, etc., we have shown many aspects of this actual problem in our time and we have involved only one of them – cognition in the "language games" – the elements of thinking in a detailed form of research. At the same time, their role in the theory of modern bilingualism was analyzed in the research work.

I.S.Kon believes that *"communicative component" or the dominant basis is "in various children's "language games". This also turns into a kind of "childish culture" phenomenon due to the behavior of elementary school students*²⁰. Even in the pre-migration period, children begin to understand that speech is a completely possible and important means of achieving desired goals. After migration, scientists now note a more purposeful selection of lexical tools associated with intonation-timbre features.

K.R.Wagner conducted sociological studies in schools and paid special attention to the specific characteristics of the manifestation of children's communicative behavior. For example, in the vocabulary of the nine-year-old girl she interviewed, she identifies eleven types of utterances²¹. Five of them are used the most and account for 83.8% of all types of expressions:

- approval (Aussagen / Feststellen) – 30.8%;
- story / conversation (Erzahlen / Unterhalten) – 21.0%;
- questions (Fragen) – 12.0%;
- role-playing (Rollensprechen) – 10.1%;
- command / instruction (Auffordern / Anweisen) – 9.9%.

Affirmations represented by short phrases like *So ist es!!*

In terms of frequency, the so-called children's "conversation" is

²⁰ Кohn, И.С. Ребёнок и общество: Учебное пособие для студентов / И.С.Кон. – Москва: Издательский центр «Академия», – 2003. – с. 63

²¹ Wagner, K.R. Tagesaufnahmen und Gänsebliimchen- Modell: Der Tag als Segmentierungseinheit spontaner Kindersprache //ders. (Hrsg.) Kindersprachstatistik. – Essen: Die Balue Eule, – 1992. – S. 177.

the casual conversation. In English, "talk" verbs (or speech) are justified as "small talk". Germans define this kind of conversation with the verbs "schwätzen", "klönen". The questions are presented in two ways: questions about the behavior of oneself and others (was soil ich tun?), comprehension questions.

Role-playing is a very important area of children's behavior. In fact, all kinds of expressions can be used in a role-playing game. The group of imperative speech acts includes not only such commands, but also speech dominance, for example, the game "Spielanweisungen" can be an example, and by the way, this game is very popular in modern German schools. According to Russian and Western European linguists, the role-playing is marked not only at the lexical and syntactic level, but also by paralinguistic and intonation-timbre means.

E.A.Bryzgunov suggests considering an interesting variant of labeling in the role-playing game in connection with intonation-timbre characteristics. Today, intonation is one of the most widely used theories, especially in works on bilingualism. It should be noted that the author has successfully solved the issue of the intonation unit of the language, the criteria for differentiating intonation units during the learning of a second language and in general. The theory *is based primarily on the "intonation construction" based on the spectrum of phonetic laws based on the key tone, timbre, intensity, duration of the expressions, different purposes of the expression during intonation, but also the ability to express differences in sentences with the same syntactic construction*²².

K.Wagner's analysis of the thematic content of the child's activity shows that a quarter of the 36 identified communicative situations of speech are "language games". In turn, it is divided into role-playing (11.4%), didactic (8.3%) and mobile (5.8%) parts, where the child's creative enthusiasm prevails. In 2nd place are daily activities (Tiire schliefi en, Tisch decken, Auto einsteigen, etc.). Conversations about school make up 7.6% of the thematic content, 7.3% are conversations about familiar faces, followed by food

²² Бор, Н. Избранные научные труды: [в 2 томах]. / Н.Бор. – Москва: Наука, – т. 1. – 1970. – с.232.

(5.5%), clothes (4.4%), animals (4.2 %), plants (4.1 %) ²³.

Any of these types of children's "language play" undoubtedly contributes to the formation of a certain type of communicative behavior. But this process cannot be considered a coincidence, because it is controlled under the influence of the adult environment. This is especially important for migrant children, because during language game they try to remember words and phrases in the second language partly through emotional imagination. V.I.Shakhovsky draws attention to the fact that any game condition exists in any communicative act, but the language game manifests itself only in an emotional communicative situation: *"Language game is included in the sphere of emotional communication style, because its energy motive is the emotion of "homo sentiens" ²⁴.*

Children's communication field is characterized by heightened emotionality. But the emotional background is not yet a sufficient condition for the emergence of a language game. For this, well-formed language skills are required.

V.Dolnik notes that *"for this reason, in the 21st century, linguists introduced the concept of imprinting, which means "transfer" of images into the child's developing brain during the period of the child's greatest emotional sensitivity" ²⁵.* Other scientists associate this emotional dominance, which is clearly manifested in "language games", with critical periods in the child's development. This idea is defended, for example, by L.F.Obukhova ²⁶. It should be remembered that for children who have moved abroad to another country for various reasons, in teaching a second language

²³ Wagner, K.R. Tagesaufnahmen und Gänseblümchen. Modell: Der Tag als Segmentierungseinheit spontaner Kindersprache // ders. (Hrsg.) Kindersprachstatistik. – Essen: Die Balue Eule, – 1992. – S. 183; Wahrig, G. Deutsches Wörterbuch. – München: Mosaik Verlag, – 1986. – p. 181.

²⁴ Шаховский, В.И. Эмоции и коммуникативное игровое пространство языка // Массовая культура на рубеже XX-XXI веков: Человек и его дискурс: Сб. науч. трудов, – Москва: Азбуковник, – 2003. – с.65.

²⁵ Долник, В.Р. Непослушное дитя биосферы: Беседы о поведении человека в компании птиц, зверей и детей. / – 3-е изд., доп. – Санкт-Петербург: ЧеРо-на-Неве, Паритет, – 2003. – с. 15.

²⁶ Обухова, Л.Ф. Возрастная психология: Учебник / Л.Ф.Обухова. – 4-е изд. – Москва: Педагогическое общество России, – 2004. – с. 142.

(especially in the initial stages), the style of communication between adults and children chosen by the teacher, i.e. – the tolerant or authoritarian method, is of great importance. In addition, the support of the child's social relations of the emotional sphere by the family determines all his subsequent behavior in society. It is clear that children from Azerbaijani families who immigrated to Germany, who learn the German language partially and with the help of various types of games, are not an exception here.

Inculcating this competence in children lays the foundation for the use of appropriate techniques. For example, it is noted that "language games" are based on certain norms and rules. In the course of the game, which is designed to approach the standards of bilingualism, the child independently (consciously or unconsciously, it does not matter) creates nominees based on an action that is already well known to him. For example: "Knipser" instead of "Schaffner", "Zusammendricker" instead of "Heftmaschine".

It is clear that the creation of these nominees for Azerbaijani-speaking children has deep roots. It is when they learn German that they create natural associations with the chronotope of their native home. This chronotope (or mythologeme) is close to Azerbaijani children in terms of related metonymic concepts, which is naturally reflected in the speech process in a "foreign" language. Of course, such parallel figurative connections help Azerbaijani children to quickly master some of the most complex forms of word correction in the German language.

The necessary effect is achieved thanks to the obvious expression of the tendency to save language. In contrast to this phenomenon, multilingualism is also developing, which is in no way contrary to the first and does not create an obstacle to learning a second language. These are two equal sides of a single process in bilingualism. Therefore, Azerbaijani children use appropriate linguistic tools in their speech not only at the level of derived parts of words, their formants, but also at the level of root morphemes.

In this paragraph, the ways and forms of metalinguistic activity in the process of correcting typical speech errors of Azerbaijani-speaking immigrant children are investigated, and this process is

divided into five points that are united by a single idea based on a certain logic: correcting phonetic and grammatical errors in children's speech in two languages. According to most linguists, the self-control or self-correction of individual lexemes and phrases of the German language is a general rule for all modes and various forms of meta-linguistic activity without exception. This process, in our opinion, becomes a mirror image of the language reflex as an important part of the semantic field as a whole.

The first paragraph defines the main types of pronunciation errors, for example: errors in oral speech, writing lines, phonetic distortions, difficulties in analyzing the etymology of some German words in children. The process of correcting typical speech errors cannot be left alone, this process must be under the constant supervision of teachers. It is noted that the purpose of the experimental data is to recognize the metalinguistic activity of Azerbaijani-speaking bilingual children as part of the linguistic landscape of the world.

Learning a second language gives the child no less pleasure than getting to know the physical world. It includes all expressions of the child about the word – its form, meaning, sound description. In addition to observing the word and thinking about the word, the child acquires metacommunicative stereotypes that allow him to adjust his speech to a certain extent.

Azerbaijani linguists have already experimentally analyzed how children translate individual words and phrases into a foreign language with the help of visual-image thinking in the initial period of second language acquisition. At the same time, they make a typical speech error: they cannot correctly count words in phrases because they confuse objects, images, and word boundaries. According to A.R.Luria, *"during translation into a second language, preschool children often relate to things superior to speech."*²⁷

Indeed, our work experience in schools shows that children are poorly prepared for metalanguage analysis of expressions. For example, to the elementary question of counting the number of words

²⁷ Лурия, А.Р. Язык и сознание / А.Р.Лурия. – Москва: Изд-во Моск. Ун-та, – 1979. – с.219.

in the sentence */Two dogs are sitting//*, some of the children answered two words because "there are two dogs". Or in the sentence */There are ten chairs in the room//*, they answer the question with "ten" according to the number of chairs. Or: */Mammad ate all the cake//* not one in the sentence, but according to children's logic: */He ate all the cakes//*.

Paragraph 2, called "***Metalanguage activity of Azerbaijani-speaking children-immigrants and ways of correcting speech errors***", reveals the diversity of children's relationships with the world of objects and objects, environment and language. Metalanguage activity reflects its expression, in particular, in the implementation of two functions: executive and social functions, depending on the specific type of bilingualism. First, it develops more in Azerbaijani families who moved to Germany, and this is one of the definitive ways of metalinguistic activity in the system of norms regulating the correction of speech errors. The essence of the matter is that one system of concepts initially accepted in Azerbaijani families does not prevent the development of another, or at least does not repeat it. The latter is recommended for parents who are considering a future school experience with German language teaching in Germany. In the first case, it corresponds to the main features of coordinative bilingualism, and in the second, to its subordination.

Typical examples are added to this theory. Thus, the combination of social and executive functions in metalinguistic activity gradually leads to the systematic replacement of visual-figurative thinking by rational thinking in children. It has been proven by experimental studies that earlier most of them automatically make a typical speech error, if they could not count the words in phrases correctly because they confused the boundaries of objects, pictures and words, later children avoid making such errors.

This idea finds its development in the 3rd paragraph entitled "***Functional load of phonological units in the German literary language***". Here we are talking about the even distribution of the functional load of phonological units in the German literary language. The involuntary mixing of word concept with object

concept by bilingual children is explained in detail. Children get confused when counting the number of sounds in words, as well as words with objects. Often, when learning German, Azerbaijani children observe such a situation: words are inevitably confused with the whole phrase. It is clarified under what conditions such speech errors occur, and the ways and forms of their correction are shown. Such mistakes should not be dramatized, especially in the initial stages of learning a second language.

J. Piaget also notes that foreign children learning a second language mechanically mix up the two listed concepts. But he calls it "nominal realism", not linguistic realism. At the same time, we would like to emphasize that asking questions about the meaning of individual words does not mean that the child can explain what the word is in principle. The child grasps this knowledge late, and this is often related to the process of mastering writing in a foreign language.

K. V. Garganeva mentions that the development of metalinguistic activity of bilingual children is closely related to adgoma, that is, the motivation of the word and the ability to explain it²⁸. At the same time, choosing a word from the speech chain and recognizing it as a word creates certain difficulties. It is not without reason that we refer to the opinion of E. M. Vereshakin in chapter II of the dissertation, which points to the initial recognition of speech patterns conducted at the level of receptive bilingualism. The author talks about their correct description in the secondary system and called it reproductive bilingualism.

The correct interpretation is possible if theoretical propositions and hypotheses are confirmed by concrete and stable facts. L. V. Sherba claimed that "... *his linguistic results are always based on linguistic material derived from specific facts.*"²⁹ The author attaches great importance to objective methods and notes that "*even an advanced ear hears not what exists, but what it is accustomed to*

²⁸ Гарганеева, К.В. Явление мотивации слов в социовозрастном аспекте: /Дисс. ... кандидата филологических наук/ – Томск, 1999. – с.138-139.

²⁹ Щерба, Л.В. Языковая система и речевая деятельность / Л.В.Щерба.– Ленинград: Просвещение, – 1974. – с. 33.

hear in connection with the associations of its own thinking."³⁰

Finally, returning to the method of distinguishing the signs of bilingual children's speech activity proposed by E.M.Vereshagin, we see that the researcher introduced the third level in this process, that is, the idea that it is necessary not only to understand speech, but also to repeat it correctly. He called this level productive bilingualism.

Some linguists analyze the discursive-creative level by searching for the most acceptable ways of learning German based on these three levels of bilingualism. For example, K.V.Sotnikova in the speech of a junior schoolboy *"a) the reflection of the internal form of the word of ordinary lexical units; b) understanding the onomatopoeic or onomatopoetic nature of the word; c) the factor of motivated use of lexical-semantic transfer; d) defines metalinguistic expressions that present the results of semantic and structural remotivation, neomotivation, which are specific random formations.*"³¹

At the same time, most linguists believe that one of the most effective ways for immigrant children to acquire a second language is to ask questions. Communicative dominance is characteristic of the preschool child's communicative activity. E.V.Chernishova, based on many years of observation of immigrant children, concludes that *"a preschool child usually speaks more than listens.*"³²

The child's desire to receive new information leads to question-and-answer activity. Some linguists directly associate it with bilingualism. For example, M.V.Vinogradskaya writes: *"Often, with the help of questions, the child, figuratively speaking, not only satisfies his hunger for information, but also tries to establish a relationship with his peers while learning a foreign language. The*

³⁰ Щерба, Л.В. Языковая система и речевая деятельность / Л.В.Щерба.– Ленинград: Просвещение, – 1974. – с. 35.

³¹ Сотникова, К.В. Мотивационный словарь детской речи // «Молодежь и наука: проблемы и перспективы». Материалы Филол. секции и обл. конференции студентов, аспирантов и молодых учёных. – Томск: Томский гос. пед. ун-т, – 1998. – с. 48.

³² Чернышова, Е.Б. Коммуникативное поведение дошкольника: (психолингвистическое исследование): /Дисс. канд. филол. наук/ – Воронеж, 2001.–с.50.

main point that modern linguists should pay attention to in this process is the gradual and continuous expansion of the circle of communication between children."³³

Analogous laws are an indicator of activity in the distribution of the functional load of phonological units in the literary language of Azerbaijan. In the course of the research, it is shown how often children's speech errors in German are the result of elementary slips of the language. This is primarily due to pronunciation difficulties. For example, consonant combinations in German are a known phonetic difficulty for children of Azerbaijani families. Two or three in a row are not typical for the Azerbaijani language. Given the harmonic law of the Azerbaijani language, it is difficult for Azerbaijani children to master double consonants first mentally, and then to use them in speech. Moreover, it is sometimes difficult for children to accept sound combinations in any form: Liest weiter) ... Salzwasserlosung / wenn ahm / der Lebensluxtis / (gedehnt; gemeint: Lebenszyklus) der Krabben etc.

The paragraph 4th entitled "***Functional load of phonological units in the literary Azerbaijani language***" consists of two parts. This paragraph examines the role of television in Germany as an additional but very effective tool for Azerbaijani children to learn German. On the basis of linguistic means, we come to the conclusion that various films and animated series, on the one hand, are aimed at the psychology of children, and on the other hand, they are aimed at improving their speech activity. Also, the role and importance of some features and aspects of German film production that facilitate the acquisition of a second language by Azerbaijani children have been determined. Humor, the easiest tool among them, is the most analyzed tool in this section.

The 2nd part of the paragraph is devoted to the impact of different types of texts on the mentioned problem. The texts are divided into scientific, educational, children's and artistic texts. It is specially noted that there is no big difference between them, because

³³ Виноградская, М.В. Интерферентные явления в речи российских немцев: грамматический и лексико-семантический аспекты: /Дисс. ... канд. филол. наук/ – Майкоп, 2009. – с.78.

in any case, each of them is material for the development of children's speech activity. But we used the formal features of these texts to show how much their distinguishing features are used by German teachers in the bilingual education of Azerbaijani children at different stages of second language learning.

In the 5th paragraph entitled *“Characteristics of the realization of segmental units in the speech of Azerbaijani speakers in German”* the features of the use of German speech segmental units by native speakers of the Azerbaijani language were investigated. The focus is on intertextuality in the linguistic sense of the term. Texts that can be objectively evaluated for serious scientific presentation of facts were deliberately selected for analysis. In turn, the analysis of speech errors in a "foreign" language was carried out considering two positions: 1) text as an image object (associative image or figure); 2) text as an addressee (recipient, reader).

From the clarification of the meaning and consequences of these two positions, a bridge has been formed directly to children's literature texts. In order to solve this problem, scientists who deal with immigrant children of different nationalities – I.S.Kon, V.P.Moskvin, E.V.Paducheva, etc. summarizing their views, we conclude that it is important to study speech stereotypes. One of them is typical errors in the use of German prepositions (a concept already familiar to us from the previous chapter). Only in this paragraph of Chapter III, such names are presented as an additional "semantic and aesthetic burden". Moreover, the so-called coded additional information that the listening or reading child has to extract from the text of children's literature is called "interference". This issue is analyzed in detail and from different angles at the end of the paragraph.

Chapter IV entitled **“Experimental-phonetic study of interference”** has an experimental-phonetic character. Paragraph 1 entitled *“Informants and Recording Conditions”* provides information about informants and writing language material. "Praat" computer program was used in the study to get information about the acoustic indicators of sounds in the speech of bilinguals learning German.

The theoretical basis of the research is the theory of L.V.Sherba's distinction of not two, but three levels in the language. Therefore, we distinguish system, norm and level of speech (conversation). According to this theory, phonemes constitute the functional system of the language based on distinguishing features. The norm level is completely dependent on the system. Normally there is no chaos, it is regulated by the system. The speech act level is represented by the sound exponents of the phonemes of the language. *“Differentiation of three levels, – according to F.Y.Veysalli, – is also necessary from the point of view of research practice.”*³⁴

We consider interference as a deviation from the realization of the German language norm described by U.Weinreich³⁵, F.Y.Veysalli³⁶ et al. It is these conversational events and their impact on the learned language that attract our attention. For a complete picture, the frequency indicators taken from F.Y.Veysalli's dissertation are given as an example, and then they are compared with the frequency values obtained by us (See: table 4.1.1):

Table 4.1.1

**Average values of the frequency indices of vowel phonemes
F₁ and F₁₁ in German (values are taken³⁷)**

	F ₁ (hs)	F ₁₁ (hs)
/a/	640	1360
/a:/	680	1300
/ɔ/	500	1160
/o:/	450	1030
/u/	410	1020
/u:/	380	1055

³⁴ Вейсалов (Вейсялли), Ф.Я. Вариативность гласных фонем современного немецкого языка (экспериментальные данные и теоретические проблемы): / дисс. доктора филол. наук / – Баку: Мутарджим, – 2014. – с.238.

³⁵ Вайнрайх, У. Языковые контакты. Состояние и проблемы исследования / У.Вайнрайх. – Москва: Прогресс, – 2011. – с.203.

³⁶ Вейсялли, Ф.Я. Вариативность гласных фонем современного немецкого языка (экспериментальные данные и теоретические проблемы) /Ф.Я. Вейсялли. – Ленинград: Просвещение, – 1981. – 522 с.

³⁷ Ibid, p.417.

In the interpretation of spectrograms, special attention is paid to the transitional parts of phoneme combinations, because, as F.Y.Veysalli writes, *"the most information is concentrated in the stationary parts, the transitions of phoneme combinations."*³⁸ We have measured the formants of vowel sounds in the middle of the stationary part of each vowel, because this part of the voice is the most stable and less affected by surrounding sounds. The stationary part of vowel phonemes appears in the spectrogram as an area with smooth formants, where no sharp decrease or increase of formants is observed.

The issue of vowels of the German language was considered in the 2nd paragraph entitled ***"Features of vowel realization in the German speech of Azerbaijani-bilinguals"***. We believe that there are 14 vowel monophthongs and 3 diphthongs in the German literary language. When determining the phoneme inventory of the German language, we refer to the criteria of L.R.Zinder and his followers. We are based on the theory of the independence of phonemes of the language, according to which the independence of the phoneme *"is not in the sense that it can exist by itself outside the word, but also in the cases where neither the word nor the morpheme as a separate unit has a voice volume and has no morphological function, i.e. it should be understood in the sense that it can be separated and taken only when it represents a phonological unit."*³⁹

Spectral analysis of language material was carried out in the 3rd paragraph entitled ***"Features of the realization of consonants in the German speech of Azerbaijani-bilinguals"***. The vowel phonemes /a/, /a:/, /ɔ/, /o:/, /u/, /u:/ were analyzed in various words taken from the phrases of the novel "Ali and Nino". The obtained formant values F₁ and F_{ii} are included in the table. In the pronunciation of informant I, the formant values of the vowels /a/ and /a:/ are F₁ – 936 hs, F₁₁ – 1688 hs; F₁ – 890 hs, F₁₁ – 1438 hs, formant values of /ɔ/ and /o:/

³⁸ ВейсЯлли, Ф.Я. Вариативность гласных фонем современного немецкого языка (экспериментальные данные и теоретические проблемы) / Ф.Я. ВейсЯлли. – Ленинград: Просвещение, – 1981. – с.20.

³⁹ Зиндер, Л.Р. Общая фонетика / Л.Р.Зиндер. – Москва: – Санкт-Петербург: – 2007. – с.50.

vowels: F₁ – 781 hs, F₁₁ – 1536 hs; F₁ – 619 hs, F₁₁ – 1400 hs. For informant I, the frequency indices of vowels /u/ and /u:/ are as follows: F₁ – 753 hs, F₁₁ – 1389 hs; F₁ – 648 hs, F₁₁ – 1345 hs (see table 4.3.1).

Table 4.3.1.

Absolute scores on F and F for individual informants

Informants		a	a:	ɔ	o:	u	u:
F ₁	Lala (informant I)	936	890	781	619	753	648
	Elina (informant II)	931	846	706	597	761	654
	Gudrat (informant III)	763	717	652	549	623	523
	Mikayıl (informant IV)	749	689	670	562	648	549
F ₁₁	Lala	1688	1438	1536	1400	1389	1345
	Elina	1651	1479	1574	1532	1493	1436
	Gudrat	1335	1310	1268	1228	1105	997
	Mikayıl	1327	1270	1246	1279	1136	1032

Formant values of vowels /a/ and /a:/ in the pronunciation of informant II: F₁ – 931 hs, F₁₁ – 1651 hs; F₁ – 846 hs, F₁₁ – 1479 hs. Formant indices of vowels /ɔ/ and /o:/ in the pronunciation of informant II: F₁ – 706 hs, F₁₁ – 1574 hs; F₁ – 597 hs, F₁₁ – 1532 hs. In the pronunciation of informant II, the formant indices of vowels /u/ and /u:/: F₁ – 761 hs, F₁₁ – 1493 hs; F₁ – 654 hs, F₁₁ – 1436 hs (see table 4.3.1).

Formant values of vowels /a/ and long /a:/ in the pronunciation of informant III: F₁ – 763 hs, F₁₁ – 1335 hs; F₁ – 717 hs, F₁₁ – 1310 hs. In the speech of that informant, the formant values of the vowels /ɔ/ and /o:/ are: F₁ – 652 hs, F₁₁ – 1268 hs; F₁ – 549 hs, F₁₁ – 1228 hs. Formant values of /u/ and /u:/ vowels in the pronunciation of informant III: F₁ – 623 hs, F₁₁ – 1105 hs; F₁ – 523 hs, F₁₁ – 997 hs.

Format values of vowels /a/ and /a:/ in the pronunciation of informant IV: F₁ – 749 hs, F₁₁ – 1327 hs; F₁ – 689 hs, F₁₁ – 1270 hs. For the same informant, formant indicators of /ɔ/ and /o:/ vowels: F₁ – 670 hs, F₁₁ – 1246 hs; F₁ – 562 hs, F₁₁ – 1279 hs. In the pronunciation of the IV informant, the formant indices of vowels /u/ and /u:/: F₁ – 648 hs, F₁₁ – 1136 hs;

F₁ – 549 hs, F₁₁ – 1032 hs. Based on the formant values, it can be

said that the vowels in the pronunciation of female informants I and II have a higher rise in relation to male informants (III and IV) (see table 4.3.1). F₁₁ for informant I – 1688 hs, 1438 hs, 1536 hs, 1400 hs, 1389 hs, 1345 hs, for informant II – 1651 hs, 1479 hs, 1574 hs, 1532 hs, 1493 hs, 1436 hs prove that it was pronounced by informants further.

In informants III and IV, the F₁ values of the vowels /a/ and /a:/ are 763 hs – 717 hs and 749 hs – 689 hs, and the values of the vowels /ɔ/ and /o:/ are 652 hs – 549 hs and 670 hs – 562 hs- is F₁ 623 hs – 523 hs and 648 hs – 549 hs in /u/ and /u:/ vowels. Comparison of formant values shows that lip vowels in the same position have a lower degree of elevation (F₁) than non-lip vowels – /a/ and /a:/ (see table 4.3.1).

A similar picture can be observed in the formant indicators of F₁₁. In the vowels /a/ and /a:/, F₁₁ is much higher than in lip sounds. In informants I and II, F₁₁ in the vowels /a/ and /a:/ is 1688 hs – 1438 hs and 1651 hs – 1479 hs, in the vowels /ɔ/ and /o:/ F₁₁ is 1536 hs – 1400 hs and 1574 hs – 1532 hs, /u/ In / and /u:/ vowels F₁₁ is 1389 hs – 1345 hs and 1493 hs – 1436 hs. We observe a similar acoustic picture in the speech of male informants. For example, in the vowels /a/ and /a:/ for informants III and IV, F₁₁ is 1335 hs – 1310 hs and 1327 hs – 1270 hs. In the vowels /ɔ/ and /o:/, F₁₁ is 1268 hs – 1228 hs and 1246 hs – 1279 hs. For vowels /u/ and /u:/, the F₁₁ formant value is 1105 hs – 997 hs and 1136 hs – 1032 hs (see table 4.3.1).

Table 4.3.2.

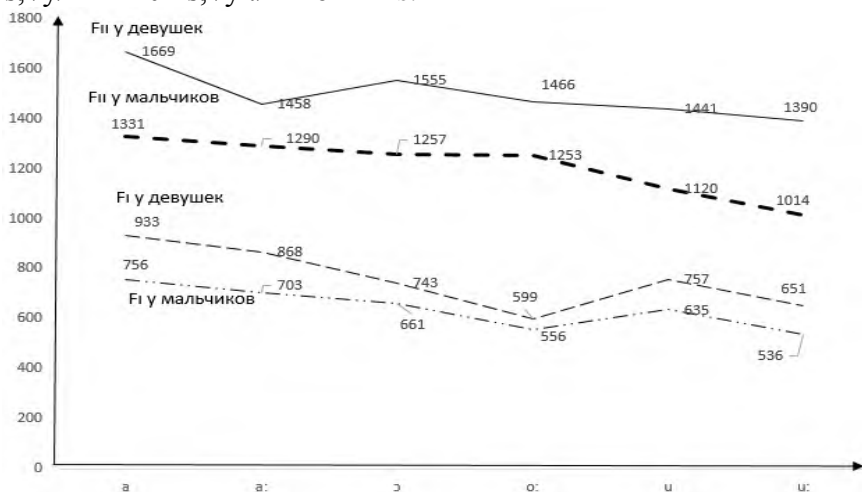
Average values of F₁ and F₁₁ formants in male and females

Informants		a	a:	ɔ	o:	u	u:
F ₁	Female	933	868	743	599	757	651
	Male	756	703	661	556	635	536
F ₁₁	Female	1669	1458	1555	1466	1441	1390
	Male	1331	1290	1257	1253	1120	1014

The average frequency of formants in the pronunciation of girls is 15-20% higher than that of boys. These differences are due to the fact that women's vocal tracts are much shorter than men's. Average frequency values of F₁ for analyzed vowels in girls: /a/ – 933 hs, /a:/

– 868 hs, /ɔ/ – 743 hs, /o:/ – 599 hs, /u/ – 757 hs, / u:/ – 651 hs, then these formant indices for boys look like this: /a/ – 756 hs, /a:/ – 703 hs, /ɔ/ – 661 hs, /o:/ – 556 hs, /u/ – 635 hs, /u:/ – 536 hs.

In girls' speech, the formant of the vowel /a/ is 1669 hs, the vowel /a:/ – 1458 hs, the vowel /ɔ/ – 1555 hs, the vowel /o:/ – 1466 hs, /u/ is 1441 hs, and the formant value of vowel /u:/ is equal to 1390 hs. The following formant indices of F₁₁ were recorded in boys' pronunciation: /a/ – 1331 hs, /a:/ – 1290 hs, /ɔ/ – 1257 hs, /o:/ – 1253 hs, /u/ – 1120 hs, /y:/ – 1014 hrs.



Graph 4.3.3.

Average formant values of F₁ and F₁₁ vowels /a/, /a:/, /ɔ/, /o:/, /u/, /u:/ in the pronunciation of girls and boys

The spectral indicators of the vowels suggest that the indicators of F₁ and F₁₁ do not coincide in the pronunciation of the informants. In all possible cases, an advantage was recorded in the indicators of female informants in terms of F₁ and F₁₁ indicators. If we compare the spectral characteristics taken as a standard in the study with the obtained spectral characteristics, we will get the following picture: the F₁ index of the vowel /a/ in the German language taken as a standard in the study is 640 hs, and in our study this index is 844 hs, i.e. 204 hs less. The F₁ formant index of the vowel /a:/ is 680 hs, and the spectral index obtained by us is 784 hs (see graph 4.3.3).

Table 4.3.3.**Average formant values for F₁ and F₁₁ in informants**

vowels formants	a	a:	ɔ	o:	u	u:
F ₁	844	784	702	577	696	593
F ₁₁	1500	1376	1406	1359	1280	1202

Now, let's compare the standard spectral values of the F₁₁ formant and the spectral values obtained in our study: the spectral value of the standard vowel /a/ is 1360 hs, and the spectral value obtained in our study is 1500 hs. In the /a:/ vowel, these indicators are in the ratio of 1300 hs: 1376 hs. Based on the acoustic values, we can say that there is no significant difference between the benchmark for /a:/ vowel and the ones we received. Spectral indicators in the standard vowel /ɔ/ are expressed in the ratio of 1160 hs:1406 hs. The spectral value of the /o:/ vowel is in the ratio of 1030 hs:1359 hs. Spectral indicators in standard vowel /u/ 1020 hs:1280 hs, in /u:/ vowel 1055 hs:1202 hs. Referring to the comparison of F₁₁ indicators, which were accepted as reference spectral characteristics in the research work, and the results obtained in the research work, we can say that practically in all six possible cases, the reference indicators were expressed with low acoustic values (see graph 4.3.3, table 4.3.3).

The biggest difference between the acoustic indicators taken as a standard in the study and the values we received was recorded in the spectral values of F₁. The average benchmark F₁ for the vowel /a/ is 640 hs, and for our informants its average F₁ is 844 hs. The reference value of vowel /a:/ for F₁ is 680 hs, and the spectral value we get for F₁ is 784 hs. The average benchmark value of F₁ for /ɔ/ is 500 hs. The average value of F₁ for ɔ/ in the informants' speech is 702 hs. In the F₁ values of the /o:/ vowel, this is expressed by the following numbers: 450 hs: 577 hs. The average reference value of F₁ for vowel /u/ is 410 hs. In the speech of our informants, the average F₁ index for the /u/ vowel in German is 696 hs. The values of F₁ in the vowel /u:/ are in the following ratio: 380 hs: 593 hs. In German, the standard indicator of F₁ for vowels is 510 hs, and in our informants, the average format value of F₁ is 699 hts, i.e. 189 hs higher. Short

vowels differ significantly in quality from long vowels. A clear difference is seen in F_{11} values, where all long vowel phonemes have higher formant values than short vowels except for /i:/ and /o:/. This means that all short vowels are pronounced in the back row rather than long vowel phonemes. Based on the formant values, we can say that /a:/ is the most open and /i:/ is the most closed long vowel according to the F_1 indicator.

The formant values obtained by us for both F_1 and F_{11} are significantly different from the results of F.Y.Veysalli's research, which is already considered as a benchmark (see table 4.1.1).

The following results were obtained based on the experiment in the 4th paragraph entitled ***“Deviations from pronunciation norms in consonant combinations”***:

1) depending on the level of knowledge of the language, each informant deviates from the norm of German literary pronunciation;

2) the reason for interference errors is the quantitative diversity of realized vowels, for example: vowel /i/ is the shortest vowel in the phoneme system of the German language due to its immanent feature;

3) in the unstressed state, the length of any vowel is significantly shortened. In the word /einsam/, the long sound /a:/ is realized in the unstressed position, and this position strongly affects the quality and quantity of the vowel in this word;

4) consonants in the positions before and after the vowel undergo significant quantitative and qualitative changes.

5) /a/ is one of the short vowel phonemes of the German language. In the word "Bald" [balt], the vowel /a/ is pronounced short and forward, while in the word "kalt" it is pronounced short due to the presence of two consonants, i.e. sonant /l/ and plosive-explosive /t/ (see figures 4.4.1, 4.4.2).

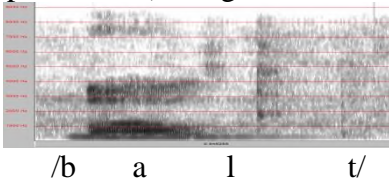


Figure 4.4.1

spectrogram of the word /balt/

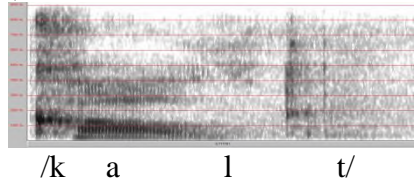
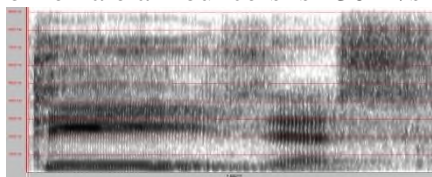


Figure 4.4.2

spectrogram of the word /kalt/

The phoneme /a:/ under stress does not correspond to the normative realization in the speech of the informants, because instead of long /a:/ short /a/ is pronounced in most cases. However, a small number of informants pronounce the long vowel /a:/ following the normative pronunciation of the vowel /a:/ in German, for example />ɔ̯ro.'pa:/, /'ma:lə/, etc.

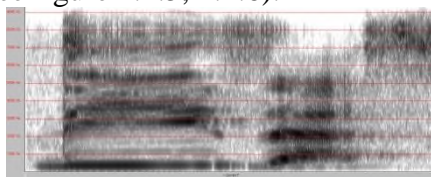
Formant values of vowel /i:/ in the word "di:zəs" in the pronunciation of boy announcers are as follows: F₁ -760 hs, F₁₁ -1680 hs. The length of the /i:/ sound is 124 m/s in the pronunciation of male announcers. The formant values of the /i:/ vowel in the word "di:zəs" in the pronunciation of female announcers are as follows: F₁ – 620 hs, F₁₁ – 1900 hs. The length of this voice in the pronunciation of female announcers is 130 m/s (see figure 4.4.5, 4.4.6).



/d i: z ə s/

Figure 4.4.5

**Spectrogram of the word /di:zas/
in the speech of boy-announcers**



/d i: z ə s/

Figure 4.4.6

**Spectrogram of the word /di:zas/
in the speech of girl announcers**

In this example, in the /i:/ vowel, F₁ remains constant, the F₁₁ indicator is expressed with a low value and corresponds to the back vowel. In contrast to the position after the preceding voiced consonant [d], where the F₁₁ rises to 1800 hs, no F₁₁ rise is observed in the studied position.

After the experimental-phonetic analysis of German phonemes, we will consider three-syllable sentences – /Sein Mund stand offen, seine Stirn war gerunzelt, seine Augen blickten blöd vor sich hin//. During the syntagmatic analysis, we analyzed the phonemes at the beginning, middle and end of the syntagm. In syntagm 1, the movement of the main tone usually begins in the middle register, slightly above the middle for the speaker, that is, 156 hs. Towards the end of this syntagm, the tone drops significantly to 132 hs. In the terminal sentence, the pronunciation speed starts at the average level

– 75 m/sec. Towards the end of the syntagm, the speed slows down a bit, which is typical for the intonation of transport. In the syntagm, the dynamics ends at an average level, that is, it starts at 87 db in the sentence, the intensity reaches 91 db in the middle phase of the sentence, and gradually weakens at the end of the sentence.

In syntagm 2, the main tone moves slightly lower than in syntagm 1 and rises from 162 hs to 184 hs and decreases again at the end of the syntagm – 136 hs. The time setting starts at the average level – 82 m/sec. At the end of the sentence, the rate of pronunciation slows down considerably. The peak of intensity is recorded at the beginning of the sentence. The intensity peak is observed at the beginning – 83 db, and at the end it noticeably decreases – 67 db. The sounding speed starts at 85 m/s, which is slightly lower than the average for this phrase, because the tempo slows down significantly towards the end of the phrase, which is characteristic of terminal intonation -116 m/s. The intensity peak within the syntagm is in the initial phase – 83.5 db. At the end of the syntagm, a gradual decrease in intensity is observed – 58 db.

In the third syntagma, the tone begins with an average frequency – 147 hs. Towards the end of the syntagm, the tone first rises slightly – 152 hs, and then drops to 116 hs, which is much lower than at the beginning of the same syntagm. The descent of melodicty towards the end of the phrase can be explained as a prosodic marker of terminal intonation.

The sentence /Der Professor lächelte selbstgefällig// is realized as a syntagm. The maximum melodiousness was recorded at the beginning of the syntagm – 271 hs. At the end of the syntagm, the intonation contour of the main tone decreases to 142 hs. The gradual lowering of the intonation within the syntagm is characteristic of the transference sentences.

In this syntagm, the pronunciation tempo starts at 86 m/s, which is much lower than the average of this syntagm, because the tempo slows down significantly at the end of the syntagm, which is a characteristic feature of terminal intonation -123 m/s. The average duration of the vowel sounds in this sentence is 108 m/s. The intensity peak within the syntagm is at the beginning – 82.5 db. At

the end of the syntagm, there is a gradual weakening of the intensity – 57 db.

In relation to the accent-rhythmic features of the German speech organization of the speakers of the Azerbaijani language, in the Azerbaijani language, where almost all words are accented, the syntagmatic structure of the sentence usually coincides with the meaning, while in the German language, the structure of voiced speech is related to the addition of unstressed syllables to the previous stressed syllable.

Referring to the acoustic results obtained in paragraph 5 entitled **“Interference phenomena in the field of accentology”**, we conclude that the movement of the main tone during the pronunciation of a female announcer always leads to a higher level than that of a male announcer. For this purpose, we have conducted an oscillographic analysis of the German sentence /das nœrtliche 'pola:r'me:r /das mitəl'me:r >'unt >'atlantifə >'otsse:n 'bilden di: /'na ty:ri lcən grɛntsən 'di:zɛs 'kɔntinents//.

If we look at the average relative acoustic values obtained from statistical calculations in the progressive and terminal syntagms during the pronunciation of the female announcer, we will see that the main frequency in the 1st syntagm is 156 hs, in the 2nd syntagm it is 162 hs, and in the 3rd syntagm it starts from 147 hs. In the speech of the male announcer, the acoustic parameters in these syntagms are much lower: the frequency of the main tone in the 1st syntagm starts from 151 hs, in the 2nd syntagm from 158 hs, and in the 3rd syntagm from 138 hs. The maximum value of the main tone frequency falls on the first phase of the 1st syllable – 235 hs, and the minimum frequency falls on the last syllable – 138 hs. In this sentence, the frequency of the main tone of the vowels varies significantly – from 138 hs to 235 hs. The interval between the maximum and minimum values of the fundamental frequency is 97 hs.

The average relative value we get from the male speaker's pronunciation is 151 hs in the first syntagm, and this 13 hs is lower in the terminal syntagm. According to the time parameter, the pronunciation of male announcers is higher than that of female

announcers. At the beginning of the first syntagm, the sounding time of the male announcer is 82 m/s, in the second syntagm it is 90 m/s, and in the terminal syntagm it is equal to 92 m/s. The values of the temporal component of these syntagms for the female announcer are expressed by the following values: 78 m/s in the 1st syntagm, 84 m/s in the 2nd syntagm, and 87 m/s in the 3rd syntagm. In the pronunciation of both announcers, in the same situation, only smooth sentence dynamics are often found. The following values were obtained for the male announcer: the dynamism peak was recorded at the beginning of the first syntagm – 87 db in the 1st syntagm, 83 db in the 2nd syntagm, 83 hs in the terminal syntagm. The following values were obtained in the pronunciation of female speakers: 89 db in the 1st syntagm, 84 db in the 2nd syntagm, and 86 db in the last syntagm.

The **conclusions** obtained from the study can be summarized as follows:

1. The problem of bilingual education of children has always been relevant and is of particular importance in the modern world. A critical analysis of the linguistic and sociological theory that exists today reflects that Azerbaijani, Russian, and European scientists paid enough attention to it, but most of those studies were conducted much earlier. It is interesting that these types of studies have not been repeated in recent years, so it is difficult to make judgments about the completeness of the reflection of bilingualism in the works of well-known researchers in the rapidly changing social reality. It can be said that in the beginning of the third decade of the 21st century, important changes have occurred in all spheres of life in our republic, affecting both the human consciousness and the language system as a whole.

2. Taking into account the importance of solving the social factor within the framework of bilingual education of Azerbaijani-speaking children abroad, this study allows us to draw some conclusions and conclude that generalizations are important.

3. The main focus in this work is focused on the question “what methods and means is it possible for children from Azerbaijani families in Germany to master the German language quickly and

skillfully?”. In addition to paying special attention to some phonetic laws of native and foreign languages, the work also provides a lot of information about separate sections of Russian, Azerbaijani and German languages. For the same reasons, the age of those who learn German is also determined: they are mostly young schoolchildren – children of Azerbaijani families who moved to Germany. However, such localization according to the age limit is not mandatory for us. In other words, this does not mean that we do not address the personal opinions and indicators of high school students as well. The results of the research work systematization of the difficulties of acquiring a second language abroad are based on the live experience of children of different ages. On the basis of their letters or oral statements, appropriate conclusions were made about the different stages of learning German language by Azerbaijani children. For this purpose, modern literature in both Russian and German languages was widely used.

4. Synthesis of ideas that allow for better mastering of grammatical norms, style, methods of increasing vocabulary were the basis for determining certain types of bilingualism within the curriculum boundaries of German schools. In this case (unlike children's age) they are more clearly limited. There is no particular need (and real opportunity) to distinguish different types of bilingualism, which have more than thirty types, within the framework of a dissertation, and for this reason, only the most effective and popular ones today have been included in the study.

5. Each chapter defines a central idea that we constantly build upon. Chapter I provides a detailed explanation of a number of terms. The main one of them was clarification of the language status of Azerbaijani families abroad. This status occupies an intermediate position between natural and artificial bilingualism. Therefore, first of all, questions such as the nature of the language environment, the relationship between the mother tongue and foreign languages, the problem of free choice, and preferences have been clarified. Children of different ages (mainly high school students) find themselves in a foreign linguistic and cultural environment. They encounter difficulties in both grammatical and moral-ethical aspects. But in our

goal, on the one hand, language culture in Azerbaijani migrant families, and on the other hand, the skills and approaches of school teachers in Germany are not of little importance, since the second one still dominates. However, for obvious reasons, the latter is not within our jurisdiction and is therefore not subject to correction. All possible factors of learning a second language in relation to the first should be studied, analyzed, additional corrections, conclusions and generalizations should be made. The issues of inculcating language culture in general for children from Azerbaijani families are of particular importance, and consists of the sum of knowledge on phonetics, lexicon, style, etc. of German linguistics. The set of tasks is based on the technique of stimulating foreign language knowledge, which is symptomatically related to the school education of Azerbaijani children abroad. Thus, the "teacher – student" formula is formed as a living and effective formula.

6. In chapters II and III of the work, a transition was made from the differentiation of some types of bilingualism to the issues of their partial combination. This process is carried out on the basis of a number of characteristic features. They are connected and analyzed with the names of Russian, Azerbaijani and European scientists. Summarizing their considerations, we come to the conclusion that it is possible to distinguish some specific features of bilingualism.

7. In the process of teaching the German language, the mechanism of knowledge transfer from one source to another should be in the foreground. By implementing this two-stage system, we come to the conclusion that the subject of transmitting information on the relevant sections of German linguistics or tasks in the text is the teacher, and the object is the student. Both cognitive subject and object of information differ according to their functions. Typical situations are the main determining factors here.

8. Typical situations include various children's questions, speech production formulas, precedent names of innovative methods, modern technological tools, personal computers that play a role as a catalyst in Germany and second language teaching, and the media. These tools are developed in a complex way and are implemented directly against the background of the linguistic and literary text.

They show how new knowledge habits "germinate". This is done through the practical use of school bilingual education through the various means of the German language related to the mother tongue. The second is independent speech activity of students. We have greatly expanded the idea of the semantic space of the text. The phonemes of the German language, as well as words, phrases, sentences and separate fragments of complex syntactic units (CSUs) were involved in linguistic analysis from the point of view of conceptual, denotative and emotive space.

9. The main types of language games in the dissertation: role-playing, didactic, creative, mobile, etc. listed. They play a dual role in the learning of German language by Azerbaijani children. On the one hand, these are quite natural realities of children's daily activities, on the other hand, language games differ from ordinary games in their thematic content.

10. Various ways, methods and means of eliminating typical speech errors made by children in the German language are shown and analyzed. In the process of acquiring a foreign language, children from Azerbaijani families build their relationships with the world of objects and objects. Analyzing these relations with the objects of the material and non-material world, we come to the conclusion that they are generally closely related to the metalinguistic activity of German language learners. This activity, in our opinion, is also closely related to the German national television. When analyzing language games or the thinking characteristics of bilingual children, surely any concepts within the limits of linguistic or literary text should be considered. The structure of the text, the possibilities of its change and measurement are the main criteria for the selection of certain features.

11. In contrast to other features and characteristics of bilingual education, it is appropriate to consider television in Germany as an important, effective, but still additional tool for children to learn German. However, if modern film production goes along the lines of studying linguistic texts, then their synthesized importance will be significantly increased.

12. The experimental-phonetic analysis of the phonetic features of the German speech of Azerbaijanis shows that the degree of normativity of a bilingual's acquisition of a second language at any level depends on several factors: a) the features of the phonological system of his mother tongue; b) from his level of mastery of the studied language; c) from the richness of the phonological system of the native language, the richer the phoneme system of the bilingual's native language, the easier and more successfully he can master the phonemic system and pronunciation norms of the studied language.

The following monographs, theses and articles covering the content of the dissertation have been published:

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