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ABSTRACT

of the dissertation for the degree of Doctor of Science

**MORPHEMIC INTERFERENCE RESEARCH IN
CONDITIONS OF BILINGUALISM**

Speciality: 5704.01 – Theory of language

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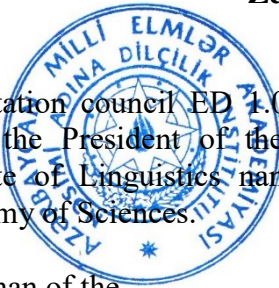
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GENERAL CHARACTERISTICS OF THE THESIS

Urgency of the theme and the degree of research. Language functions exclusively in the human society and serves the society; there is an organic connection between language and society. The life and the development of the society is also unimaginable without language. The use of language in society is associated with its social significance. The study of the social function of language is one of the main tasks of the theory of language.

In the modern world, political, socio-economic, scientific, cultural relations between countries at various levels are constantly expanding and the concept of "global citizen" is becoming the most widespread and relevant during the period of globalization and turbulent historically important events. The all-round development of international relations directly entails contacts between peoples in various fields.

Of course, for the development and improvement of relationships between peoples, communication through languages is necessary, in particular, proficiency in at least two languages. Under such conditions, the need for communication in foreign languages increases significantly which is a priority at various levels of international relations. In connection with these factors, from the point of view of sociolinguistic research, bilingualism, that is, the ability of individuals to communicate in two languages alternately, in other words, bilingualism is a need for modern human society. As international relations develop and improve, more and more attention is paid to bilingualism as a sociolinguistic phenomenon, which is no less important and relevant than multilingualism, expanding the limits of perception of the world around us, and at the same time provides incredible assistance in relationships between representatives of different nationalities, countries and statesmen.

Currently, bilingualism is also very relevant in the field of education in our country, which strives to meet international standards, joining the international, multilingual and multicultural education system. The fact that we have indicated directly creates favorable conditions for educated bilingual individuals to enter into

mutually acceptable contact with the multicultural environment surrounding them and provides a unique opportunity through their culture to draw on the values of the world cultural heritage.

In the dissertation, the focus is on the issue of bilingualism as a multidimensional phenomenon, as well as interference at the morphemic level in bilingualism. The paper formulates the theoretical prerequisites for interference as a linguistic phenomenon, reveals its essence in contact with languages, establishes the interference phenomena of the native Azerbaijani in the English speech of Azerbaijani students while learning a foreign (English) language, examines the interference of the native, at the same time, English as a complex multi-aspect psycholinguistic phenomenon in the process of mastering a foreign language.

The phenomena of interference at the morphemic level of the language were identified based on experiments conducted in the field of oral and written English speech of Azerbaijani students, taking into account the morphological properties of English, as well as the Azerbaijani language under conditions of artificial bilingualism. It should be noted that the focus was on the morphological composition of these languages, because when recognizing it, significant differences are revealed between languages, especially unrelated ones, which gives even deeper reasons for bilingual individuals to allow interference in their speech.

The topicality and the degree of investigation of this study is determined by both linguistic and extralinguistic criteria in the study of language as a social phenomenon in bilingualism. Bilingualism, which is the object of present study and the difficulties caused by this linguistic phenomenon, is a rather hot topic in modern Linguistics in the age of globalization, the integration of countries into the world community and the global development of international relations in all spheres of life.

Bilingualism is investigated in connection with the speech activity and speech behavior of various individuals; it is a multifaceted linguistic problem, the study of which is carried out in various aspects. This study examines the existing scientific approaches to the study of this issue from the point of view of

linguistics and sociolinguistics, identifies the main aspects of bilingualism that are significant not only for the theory of linguistics, but also for applied linguistics.

The priority direction of the research topicality is a special approach to the study of inter-lingual and intralingual interference, such genetically unrelated contacting languages as Azerbaijani and English, to which has not been given special attention in Azerbaijani Linguistics.

In general, the problem of interference is one of the most important and urgent problems of modern Linguistics. Since language is a phenomenon controlled by thinking and directly related to the perception of the individual, then during its development, especially when mastering foreign languages, difficulties arise at various language levels, including the morphemic level. Interference at the morphemic level leads to serious deviations from the norm in bilingual individuals' speech, in particular, in the English speech of Azerbaijani students under conditions of artificial, that is, classroom bilingualism. The topicality of this work is complemented by the fact that Azerbaijanian students of the faculty of education of the Azerbaijan University of Languages were involved in this experimental study, for whom the accuracy of speech is a fundamental prerequisite for their language training and further professionalism.

The existence of the fact of bilingualism, in our case, artificial bilingualism, indicates all the arrows to study the problem of interference, since bilingualism adequately provokes interference cases in the speech of bilinguals.

The present study of interference at the morphemic level is extremely important not only from a linguistic, but also from a psycholinguistic, psychological point of view.

The problem of interference is ambiguous and multifaceted in the theory of linguistics. Such an approach to its study within the framework of the morphemic level of the language, firstly, will give a significant impetus to new directions in the study of this phenomenon, both at more complex (lexical, syntactic) and more elementary phonetic levels of the linguistic structure.

At the same time, the investigation of this problem in the theory of language will greatly facilitate the mission of Linguodidactics and provide the prerequisites for developing the most practical and productive ways of teaching Azerbaijani students with previously known difficulties and alternative ways to overcome them, since in the current globalizing world the study of Linguistics is realized in direct synthesis with other branches of science related to Linguistics.

The study of interference is of great relevance not only for linguistic science, but also for the theory and practice of translation. It is obvious that the phenomena of interference during translation are fraught with various kinds of errors, inaccuracies and distortions caused by these phenomena and often occur unknowingly on the part of bilinguals.

The relevance of this dissertation to extralinguistic factors in the development of the language is determined by the fact that in Azerbaijan after gaining independence the study of foreign languages has come to the fore. This fact takes place due to global changes in the world, as well as due to the reality of modern conditions in our country, where international relations between Azerbaijan and English-speaking countries are expanding at a rapid pace at various levels: military-political, economic, scientific, cultural and other fields.

It should also be noted that the relevance of bilingualism as one of the most important linguistic problems does not weaken, but, on the contrary, becomes the most global and comprehensive, because, in modern society, monolingualism, knowledge of only one language does not meet the requirements put forward by the laws of development of the modern world.

The degree of investigation of this study is determined by the scientific works of linguists in the field of both theoretical and applied linguistics. Bilingualism and interference are relatively modern concepts in the history of linguistics, these linguistic phenomena were studied in the fundamental works of U.Weinreich on language contacts, monolingualism and multilingualism, including bilingualism and its types. The concept of interference was

first introduced into linguistics by E.Haugen and studied from the prism of sociolinguistics and language contacts.

In world linguistics, the problem of bilingualism was dealt with by K. Baker, who studied the educational aspect of bilingualism and bilingual education, British linguists Byers – Heinlein, Lew Williams, who conducted research in the field of early bilingualism, J.Doughty, M.Long, R.Ellis, are authors of works on the peculiarities of mastering a second language in bilingual individuals. In Turkish linguistics, N.Dalkylych studied the issue of mastering a foreign language from a psycholinguistic point of view.

In Russian linguistics, the earliest works in this area are the works of L.V.Shcherba on pure and mixed types of bilingualism, later the works of M.M.Mikhailov on bilingualism in the modern world, T.V. Menskaya about the research of morphological interference in conditions of bilingualism, D .V.Kulikova about the formation of a bilingual personality in conditions of artificial bilingualism and others.

In domestic linguistics, the works of A.A.Rajabli's, the study of L.G.Aliyeva's about grammatical interference, K.Kh.Jafarova's about bilingualism and interference in modern linguistics, Y.A.Suleymanov's about structural and semantic changes in the process of interference based on the material of English and Azerbaijani languages were devoted to the problem of interference in the sociolinguistic aspect.

Studies in the field of bilingualism and psycholinguistic problems are found in the works of such Azerbaijani linguists as R.A.Heydarov, who studied bilingualism based on code switch and the phenomenon of diglossia, M.B.Askerov, who studied the issue of linguo-psychological unity, which largely clarifies psycholinguistic problems with artificial bilingualism, as well as Z.G.Mousavi – in the field of early bilingualism.

The concept of bilingualism was also touched upon in the linguistic works of domestic scientists – A.Gurbanov and F.Y.Veysalli.

The object and subject of the research. The object of the study is bilingualism in its sociolinguistic, psycholinguistic,

linguistic, educational, political and cultural aspects. In particular, in dissertation work, unlike bilingualism in the traditional sociological aspect (for example, the language situation in Canada, Belgium and other bilingual countries), artificial Azerbaijani-English bilingualism in classroom conditions was considered.

The subject of the study is the detection of cases of interference at the morphemic level in the conditions of Azerbaijani-English bilingualism by experimenting, summarizing and systematizing the results of the analysis of studies on Azerbaijani-English bilingualism based on observations of English speech of Azerbaijani students in the Azerbaijani sector.

Aims and objectives of the research work. The aim of the work is to analyze various aspects of bilingualism, including morphemic interference as a consequence of language contacts, as well as to identify the cases of interference at the morphemic level in bilinguals' speech based on experimental observation of this linguistic phenomenon. Based on the objectives of the study, it is necessary to perform the following tasks:

- to reveal the essence of bilingualism in modern linguistics as a multidimensional phenomenon in its sociolinguistic, psychological, linguistic, educational, cultural and political aspects;
- to analyze the conditions for manifestation of cases of interference;
- to study the specifics of the phenomenon of interference, in particular, interference at the morphemic level, due to the exponential variation of morphemes;
- to study the features of the phenomenon of morphemic interference due to semantic variation of morphemes;
- to consider perceptual interference;
- to identify particular cases of morpheme interference in bilinguals' speech;
- to systematize bilinguals' errors by types, taking into account the morphemes which are subject to the phenomenon of interference.

The research methods used in the collection of the data were observation methods, individual and group oral interviews, written testing, analysis of oral and written sources, experiment.

The research used traditional methods of linguistics - descriptive in the synchronic direction, comparative-typological (during the study, a comparative analysis of the morphological systems of the Azerbaijani and English languages was carried out in order to identify and substantiate the causes of interference phenomena in the English speech of Azerbaijani students), at the same time modern methods of experimental analysis, the structural method (which consists in the segmentation of the speech stream, in our case, the division of the word into elementary significant units - morphemes), as well as the inductive method, widespread in linguistics, which consists in identifying more particular specific phenomena with their subsequent generalization. When studying interference as a linguistic phenomenon, it is necessary to address the division of linguistic phenomena into separate aspects of language learning (such as phonology, morphology, vocabulary, syntax) and identify particular interference phenomena at a certain level of the language.

The main provisions for defense:

1) The comprehensive aspects of bilingualism, as a complex sociolinguistic, linguistic, psychological, educational, psycholinguistic, political, cultural phenomenon due to contacting languages, the interaction of languages, which leads to certain difficulties in second language acquisition, were identified;

2) The degree of genetic kinship and typological dissimilarities between the contacting languages, as well as the individual's exposure to the language environment in which the educational process is implemented, have a direct impact on the frequency of interference errors; otherwise, such individuals undergo serious psychological difficulties, which affects their further attitude to the process of mastering a second language;

3) The phenomenon of interference at the morphemic level is determined by the exponential and semantic variation of morphemes in the Azerbaijani and English languages;

4) Perceptual interference and interference phenomena in the speech of bilinguals are determined by the cognitive processes that occur in the minds of bilingual individuals, and also depend on at

what age bilingualism occurs;

5) the results of the experimental data Azerbaijani students' oral and written English speech show that the detected frequency of the phenomena of morphemic interference observed in the speech of bilinguals is an objective statistical manifestation of the problems associated with bilingualism.

The scientific novelty of the thesis is justified, firstly, in the fact that for the first time an attempt was made to comprehend bilingualism as a multilateral phenomenon in the linguistic, sociolinguistic, psycholinguistic, Linguodidactics, educational, political and cultural aspects, taking into account the linguistic situation in Azerbaijan, since a similar direction in the study of bilingualism in Russian Linguistics of the post-Soviet period was not yet the subject of private research, although some small questions concerning the other problems regarding Azerbaijani-English bilingualism were touched; secondly, on the basis of the experiments done, for the first time in Azerbaijani Linguistics, a study of interference at the morphemic level in the English speech of Azerbaijani students was conducted, which is extremely important in studying the problems of bilingualism and the development of bilingual society in Azerbaijan.

The main distinguishing feature of the study is that it mainly focused on the study of artificial bilingualism in classroom settings and involved students in the first, second, third and fourth courses with an appropriate level of English. The results of experimental observations gave reason to trace the dynamics of the process of morphemic interference as the level of English language proficiency of Azerbaijani students, increases.

Experimental studies of the English speech of Azerbaijani students revealed specific phenomena of morphemic interference, manifested in the form of errors, which were systematized in accordance with morphemes, in the use of which deviations from the norm were observed. The systematization of errors made by students under the influence of interference presents a clear picture depicting the dynamics of the frequency of interference errors, as well as the progressive and regressive tendency of this language phenomenon in

the English speech of Azerbaijani students.

In addition to the above, the paper presents a review of the scientific works of modern authors, which examine the issue of bilingualism in the current globalizing world society.

Theoretical and practical significance of the research. The theoretical significance of the dissertation research is, firstly, the fact that it attempts to theoretically comprehend bilingualism and analyzes its linguistic, psycholinguistic, educational, sociolinguistic, political and cultural aspects, which can be a theoretical basis, and will be used in the further studies of this issue not only in the field of linguistics, but also in sociolinguistic research.

Secondly, the dissertation will predetermine the development of a general theoretical basis in the field of Language theory, in particular, in clarifying the problems that arise when studying morphemic interference in the speech of bilingual individuals, which is, from a theoretical point of view, an urgent task of structural Linguistics.

Moreover, the theoretical foundations of the present research can contribute to the improvement and modernization of modern innovative Linguodidactics approaches to the mastering and teaching of foreign languages in higher educational institutions of the country which specialize and those which do not specialize in teaching languages.

The practical significance of the thesis is confirmed by the fact that the results of the study can be successfully used in the development of teaching aids for teaching English in a bilingual audience.

The separate theoretical ideas and materials of the dissertation can be useful and find their practical application:

1) at lectures and practical classes in the courses "Theory of Language", "Introduction to Linguistics";

2) in special courses, special seminars, master's theses, in dissertations for the degree of Doctor of Philosophy in philological sciences, as well as in larger-scale of scientific works for the degree of Doctor of Philology;

3) in lecture courses for philologists at the faculty of training

and retraining of teachers, courses for professional development;

4) in the preparation of textbooks and study guides on Linguistics for philological faculties of higher educational institutions;

5) to improve the methods of Linguodidactics;

6) for the correlated teaching of contacting languages in the aspect of the development and mass distribution of Azerbaijani-English bilingualism in Azerbaijan.

Approbation and application. The main points of the present research were reported at national and international conferences. Certain points of the dissertation were published both in domestic and in foreign scientific collections, which reflected the theoretical principles and results of the work.

Name of the organization where the dissertation is performed. The dissertation was completed at the Department of General Linguistics of the Azerbaijan University of Languages.

The volume of the structural sections of dissertation separately and the general volume with the sign. The dissertation work consists of an introduction, three chapters, a conclusion and a list of used literature. Introduction is 11 pages, 17733 signs, I chapter 55 pages, 91317 signs, II chapter 67 pages, 111005 signs, III chapter 44 pages, 71704 signs, IV chapter 66 pages, 100590 signs, summary 6 pages, 8566 signs, the list of the used literature 23 pages. The total volume of the thesis consists of is 401000 characters.

THE MAIN CONTENT OF THE THESIS

The introduction gives a general description of the work, reflecting the topicality of the theme of the dissertation, scientific novelty, theoretical and practical significance of the acquired results, the object and subject of the study, goals and objectives, sets out research methods, approbation, as well as substantiates the main points put forward for the defense.

The first chapter, “The Problem of Bilingualism in Modern Linguistics”, examines the problem of bilingualism in modern Linguistics and defines various aspects of bilingualism,

analyzes the points of view of different schools and directions, expresses the author's attitude to them, analyzes social, linguistic, cultural, psychological, political and educational aspects of bilingualism in details, that reflects the inevitable role of this linguistic phenomenon in modern Azerbaijani society and in the modern information space.

The first section of the first chapter, "*Bilingualism as a sociolinguistic phenomenon*" analyzes the essence of the problem of bilingualism in modern linguistics and provides an overview of linguistic literature on bilingualism with reference to the works of both foreign and domestic linguists.

The dynamics of the development of socio-political, trade, economic, scientific and cultural ties between the nations of the world, the integration of peoples into the world community, leads to the fact that bilingualism is becoming quite relevant sociolinguistic phenomenon, serving to enrich the cultural heritage of the peoples of the world and bring them together for peaceful charitable purposes for the future of humanity and the further cooperation of the nations of the world.

Language as a social phenomenon in human society plays an indispensable role as a means of communication between individuals, which is also a state attribute of a country, reflecting its culture, history and diplomacy on the world stage. One of the priority tasks of enriching modern human society from the point of view of theory and practice is the question of the interaction of linguistic and socio-cultural processes. Along with the national language, the coexistence of other foreign languages in the society, and, consequently, bilingual and multilingual individuals, not only enriches this society, but also ensures its successful development, which expands international contacts. This factor is especially relevant in the XXI century in the era of globalization and the expansion of international relations. In view of this, bilingualism is very relevant for linguists and they studied this problem from various prisms.

In bilingualism, two languages coexist with each other within the same collective, using these languages in various areas of

communication, depending on the social situation and other parameters of the communicative act.

Bilingualism is the result of the interaction of two (or more) languages. In practice, knowledge of two languages equally is impossible, one of the languages that bilingual speaks is necessarily dominant. Taking into consideration the biological factor, the dominant language is, as a rule, the first or, as we call it, the mother tongue of a bilingual individual. In this regard, the native language influences the bilingual's consciousness so deeply that no acquired language can compare with the native language or be at the same level of competence in bilingual's consciousness.

The study of the problem of bilingualism in modern society, where political, economic and cultural ties are widely developing, occupies one of the important places in theoretical linguistics. Bilingualism is, to a certain extent, the survival, development, and functioning of a language. The form of bilingualism is an individual form of speech activity, but in reality, it carries deep social and biological problems. The issue of bilingualism has always been relevant in linguistics. Ever since prehistoric times, when various tribes, nationalities, and ethnic groups came into contact with each other, regardless of how conscious or unconscious these contacts were, the most influential tribes and nationalities subordinated comparatively weak ones, moreover, trade and household ties were established between neighboring peoples. As a result of this, their languages came into direct contact, the languages of the dominant nationalities influenced the languages of the weaker ones, and the peoples involuntarily or voluntarily became bilinguals.

As a rule, the first language of a bilingual individual is considered his native language, and the second is a non-native language, the acquired one, which is used by the bilingual in the corresponding national community. The level of knowledge of the native and second languages may not be the same at all, there may be differences in the levels of competence, which is reflected in the use of the language in oral and written communication, that is, one of these forms of language can prevail over the other. And in some cases, there may be discrepancies in the levels of literary and

colloquial styles of the language. This factor depends on what style of language a bilingual individual had to use: official, academic or conversational style. Depending on this, the level of possession of various styles of language by a bilingual individual varies.

Bilingual education entails bilingual individuals for whom the language of instruction is often their second mother tongue. People can become bilinguals by communicating with representatives of other nationalities at work, at home, and in other societies in which they spend most of the time. Bilingual children are those born of mixed marriages who simultaneously speak two languages.

Since the phenomenon of bilingualism is the most common phenomenon in the whole world, its research has been conducted over a long period of time. The interest of linguists, psychologists, methodologists, psycholinguists in this multi-faceted phenomenon is predetermined by language contacts in the modern globalizing world, in particular, contacts of unrelated languages, the degree of progress of linguistic science, the methods of its research, the widespread dissemination of bilingualism, and also an innovative diversified approach to the development of such branches of science such as linguistics, psychology, methodology, social studies, sociolinguistics, psycholinguistics. Also, in the modern world, communication in two languages is becoming most relevant not only because of interest in languages, but also because of the pure need caused by international relations in the field of politics, economics, science, culture and sports.

In our opinion, despite such advantages of bilingualism as the ability to think in two languages, independent ability to switch from one language environment to another, which is considered an indicator of the successful development of a bilingual personality, a significant problem that bilingualism creates is the direct and involuntary interpenetration of bilinguals' native and target languages, in particular, in conditions of artificial bilingualism in the process of language acquisition. From this point of view, unlike exclusive communication in a second language in cases of alternate use of two languages, the risk of exposure to interpenetration of languages is much higher, which complicates the process of

communicating with bilinguals and creates undesirable problems in the competent expression of their thoughts, as well as in understanding their speech.

M.Krchmova approaches this problem from the point of view of genetically related, but from a structural point of view, distant languages in Central Europe¹.

In Western Linguistics of the late 19th and early 20th centuries, the issue of bilingualism and monolingualism was considered from the standpoint of double standards: bilingualism and multilingualism of the upper and middle classes of society were welcomed, while a similar phenomenon observed among immigrants in Europe and North America was considered a sign of ignorance².

In the modern world, without the phenomenon of bilingualism, communication between nations is almost unthinkable, which is obvious in Sociolinguistics.³

In domestic linguistics, this issue in the light of Russian-Azerbaijani bilingualism was touched upon in the works of I.M.Agakerimov⁴.

Azerbaijan is a country that has experienced turbulent events in its history, which naturally led to the interaction of cultures, and from a linguistic point of view caused the spread of bilingualism in Azerbaijani society, which was mainly forced.

In the recent past, Azerbaijan was part of the former Soviet Union, and its society was bilingual. During the Soviet period in Azerbaijan, the overwhelming majority of the intelligentsia was bilingual, who spoke Azerbaijani and Russian languages in parallel

¹ Крчмова, М. Отражение чешско-немецкого билингвизма в довоенной речи жителей города Брно. / Язык как средство трансляции культуры/ М.Крчмова. – М.: Наука, –2000. – с.213-219

² Mother tongue and Bilingual Education. A Collection of Conference Papers. The Danish Education Network, January, –2008. –74 p.

³ Михайлов, М.М. Двужычие в современном мире. / М.Михайлов. Чувашский гос. Университет, –1988. – 69 p.

⁴ Агакеримов, И.М. Об узловых вопросах русско-азербайджанского билингвизма // Тезисы докладов республиканской научной конференции. – Баку: –1991. – с.21

way, and because of this, Azerbaijani-Russian bilingualism was widespread in the country, which directly affected the consciousness of the linguistic community and led to the emergence of bilingual individuals in the country.

Since the collapse of the former Soviet Union, modern multicultural Azerbaijani society, of course, has undergone major changes that directly affected all spheres of life, including social. Azerbaijan gained its long-awaited sovereignty and a society with a modern ideology and new trends began to form in the country. Today, representatives of various nationalities and cultures live in Azerbaijan, society combines elements of eastern and western culture. With the development of the oil industry and the influx of foreign investors into the country, Azerbaijani-English bilingualism began to take shape, which at the moment has become widespread in the country.

Throughout the history of the development of human society, the world nations have been in constant contact with each other due to political, diplomatic, economic, trade, military, cultural and scientific relationships. In the process of interaction between peoples and communication, languages directly influenced each other. *To this day, bilingualism, and directly bilingual individuals (bilinguals), who speak two languages alternately, was extremely important. Undoubtedly, nowadays consolidation and cultural - technical innovations makes the integration of world nations unavoidable*⁵.

Today, taking into consideration the growing number of individuals learning the English language with all sorts of intentions (studying abroad, cooperation with foreign companies, etc.) both within the country and abroad, we can confidently say that in the current Azerbaijani society, Azerbaijani-English bilingualism is successfully developing and in the future, the ability to communicate in English will become the same necessary skill as the mandatory skills in the economic, industrial, political, scientific and educational

⁵ Veysəlova, D. Mədəniyyətlərarası dialoqun uğurlu olmasında ölkəşünaslıq dəyərlərinin rolu. // “Xarici billərin Tədrisinin Aktual Problemləri”, V Respublika elmi-praktik konfransının materialları. – Bakı: – 7-8 iyun, –2012. – s.23

fields. The above-mentioned fact is evidenced by the growing number of bilingual individuals who speak English along with their native Azerbaijani language, since multinational, multicultural Azerbaijani society has developed for centuries in the direction of tolerance, maintaining and building up mass bilingualism, and expanding international relations, both on political and cultural as well as economic levels.

*"For the multinational Azerbaijani people, one of the most important tasks is to maintain peace and ethnic balance in the country, which allows us to solve a balanced state language policy based on the rule of law"*⁶.

In our opinion, bilingual individuals through their activities in various spheres of life will contribute to the development of global information systems in the modern information society, increase the competitiveness of bilingual individuals, in particular, English-speaking specialists in the market economy. The formation of bilingualism at the primary stage begins in general education institutions, which are secondary schools, and then it continues in higher educational institutions, that is, universities and academies.

To correlate students who speak a foreign language before attending high school with those who get into a foreign language atmosphere without taking into account their prior language training, we examined the language foundation of Azerbaijani children studying in the first grade of a comprehensive school in the Russian or English sector and observed their language competence in the initial period of adaptation to a foreign language environment. In the end, the status of the mother tongue was determined during the development of a foreign language.

About 20% of children who encountered the language of education for the first time at school demonstrated a very poor level in academic results compared to those who had previously fallen into the Russian or English-speaking environment. By the end of the second month, their parents were not even able to get them to attend school. Children began to ignore the school and they had negative associations with the school and the educational process.

⁶ Чаладзе, Т. Бакинский рабочий. –2011. – 2 августа, – с.6.

Finally, they categorically refused to continue their studies and education.

The remaining 80% as a result of knowledge of the language and preliminary training showed rather intensive and successful academic progress and very willingly and enthusiastically accepted new information in Russian or English.

To prevent such an undesirable and detrimental effect, children who do not have the appropriate language skills to study in a foreign language must have the preconditions for preparing for such a psychological experiment or such students for some time should be separated from the more competent students in terms of language skills so as not to cause serious psychological problems and neglect of education in general. This means that in order to achieve real and complete bilingualism, the necessary prerequisites are necessary.

Artificial bilingualism in Linguistics has not yet been given sufficient attention by linguists. The present study of interference at the morphemic level in bilinguals' speech was carried out under conditions of artificial Azerbaijani-English bilingualism, which in the future will create theoretical prerequisites for the study of artificial bilingualism.

Bilingualism takes place and will continue to develop in human society as it develops as a result of interaction between peoples at the political, economic, scientific and cultural levels. Knowledge of foreign languages promotes progress and interaction between peoples, provided that the second language should in no way supplant the native language of a bilingual individual.

Bilingualism, being a linguistic, social, cultural and political phenomenon in modern Azerbaijan, is not only an attribute of the multilateralism of society, but also to a certain extent a manifestation of multiculturalism and ideas of tolerance.

From time immemorial, Azerbaijan was a country characterized by cultural diversity, where representatives of various nationalities and ethnic groups peacefully coexisted and successfully developed their national culture and traditions. Ever since the time of the ancient states in Azerbaijan, whose

geopolitical location directly contributed to the migration processes of both the Caucasus region and the Near and Middle East, there was a trend of multinationalism and diversity of ethnic composition. With all this, the local Azerbaijani population not only did not oppose such ethnic diversity, on the contrary, was enriched by the exchange of cultures, traditions and languages, which had a beneficial effect on the linguistic picture in the country and the development of multiculturalism values and ideas of tolerance.

From this point of view, bilingualism as a linguistic, social and political phenomenon, successfully developing in modern Azerbaijani society is a direct manifestation of multiculturalism and ideas of tolerance in the young Azerbaijan Republic. In particular, Azerbaijani-English bilingualism, which is a relatively recent linguistic phenomenon in our multicultural society, is a living indicator of Azerbaijani-English language contacts in the field of economics, politics, culture, art and science.

With the development of modern industries, tourism industry, international relations in the sphere of military-political, economic and cultural relations of Azerbaijan with English-speaking countries, bilingualism will be a priority linguistic phenomenon and a bearer of multicultural values among the intelligent layers of society who speak English and will contribute to the enrichment of the world cultural heritage.

In anticipation of the third decade of the XXI century during a period of political cataclysms, changes in the political map of the world, the fight against terrorism, radical changes in international diplomatic relations between countries, which have a significant impact on multicultural values in the world, bilingualism will become not only a priority socio-linguistic phenomenon, but also an urgent necessity in a globalizing world.

In the second section of the first chapter, “*Various Aspects of Bilingualism,*” bilingualism is considered as a multidimensional phenomenon.

Without communication, mutual understanding, direct contacts, the development of human society would be simply

unimaginable, then contacts between individuals through languages are a condition for the development and improvement of any human society. From this point of view, the inextricable relationship between language and society is based on socio-economic, diplomatic, scientific and cultural factors that contribute to the development of bilingualism in society.

Since bilingualism as an object of linguistic study is a multilateral phenomenon, this issue requires an approach with ambiguous prisms and an attempt to deepen awareness of this linguistic phenomenon. Given the importance of bilingualism in modern Linguistics in this study, this problem is highlighted from sociolinguistic, linguistic, psychological, psycholinguistic, educational, political and cultural prisms.

Both a linguistic and a social phenomenon, bilingualism is a multidimensional phenomenon, which puts it in the center of attention of both linguists and sociologists, cultural scientists and even political scientists. Considering this phenomenon from various prisms, it is possible to understand and realize the causes, essence and status of this phenomenon in society. A multidimensional approach to the study of bilingualism also makes it possible to identify the role of this unique ability of an individual to communicate in two languages in the formation of a human personality.

Having studied various aspects of bilingualism: linguistic, psycholinguistic, educational, cultural and political, we come to the conclusion that bilingualism is a multifaceted social and linguistic phenomenon that has a significant impact on the development and improvement of human society, as well as on the integration of peoples into the world community. At the same time, the study and mastery of foreign languages in our society, along with our native Azerbaijani, is a very positive phenomenon, because it only leads to progress and the development of international solidarity and international contacts. Also, the identification of the problem of bilingualism in a dynamic and developing Azerbaijani society and the study of ways to overcome and solve this multifaceted problem will only contribute to the progress and improvement of our

multicultural and tolerant society.

In contrast to natural bilingualism, artificial bilingualism, which is considered in this study, has its own characteristic features and peculiarities. At the same time, artificial bilingualism entails corresponding difficulties in bilinguals' speech associated with the phenomenon of interference, which is manifested much more often and in a more gross form than under natural bilingualism.

The linguistic aspect of bilingualism is directly related to Linguistics, in particular, to linguistic ties. Due to the interpenetration of languages at different levels (phonetic, morphological, syntactic, lexical, semantic and stylistic), which are closely interconnected, the study of the problem of interference (interpenetration) of the practical use of bilinguals of two languages comes to the fore.

Interference is interpreted as influence, interpenetration of the native language into the second.

When considering bilingualism from the linguistic aspect, the phenomenon of interference is the central object of study. As previously noted, in bilingualism, interference can be observed at the phonetic, morphological, lexical, syntactic, stylistic levels of the language.

Interference is a direct and inevitable phenomenon that occurs during the mastery of a second language and is accompanied by deviations from the norm in the speech of students. When mastering any foreign language to one degree or another, the phenomenon of interference is almost inevitable.

Because interference in bilingualism is also caused by cognitive processes in the minds of bilingual individuals, there is a direct connection between this linguistic phenomenon and the psychological aspect of bilingualism, which is no less relevant when familiarizing with this sociolinguistic phenomenon.

The human brain, which is the most complex system, which includes speech, memory, thinking, consciousness and the subconscious, has the ability to control the speech activity of a person who speaks not only one, two, but also several languages. Such a unique ability of a person to master several languages helps

to train his brain, switch from one language environment to another and improve his memory and cognitive processes.

In the modern world, bilingualism is perceived as a multilateral phenomenon, one of the important aspects of which is the psycholinguistic aspect, which has a tremendous effect on the study and development of a second language.

Today, linguists, psychologists, and methodologists are making joint efforts to study this multifaceted phenomenon in more detail and to create the best bilingual environment in the process of mastering a second language. In Azerbaijan, in the context of Azerbaijani-English bilingualism, where the dominant language is the national Azerbaijani language, which does not have morphological similarities with the English language, the psycholinguistic factor should certainly be taken into account.

Since language is directly related to thinking, a bilingual individual, switching from one language to another, thinks in two languages alternately. This, of course, is a complex process, both from a linguistic and psychological point of view, since the language we speak affects the way we think.

In the process of mastering a second language, a special role is also played by the degree of relatedness of languages and the presence of similar and general concepts in the native and studied language. For bilingual individuals, of course, the study of genetically related languages is not particularly difficult compared to the study of languages that do not have a genetic relationship.

For example, in the case of Azerbaijani-Russian bilingualism, some deviations from the norms of pronunciation, grammar rules, word order characteristic of the Russian language, in Azerbaijanis' Russian speech can be observed, since Azerbaijani and Russian are heterogeneous systems that do not have a genetic relationship and belong to different language families.

Considering the cognitive and educative function of the language, as well as the communicative function of speech in modern Linguistics, attention is paid to the role of the bilingual mother tongue in mastering the language system of a foreign language, which helps to facilitate the process of mastering a

foreign language and turning it into a less painful process from a psychological point of view. Considering the features of learning a second language, it is necessary to turn to comparative-typological studies of the native and target languages, their common features and discrepancies, which is extremely important in explaining the difficulties encountered in the phenomena of real and potential interference in bilingual speech.

The educational aspect of bilingualism in the context of globalization and serious changes taking place in the modern world is also of particular importance in the formulation of the problem of bilingualism. Since this study examines artificial bilingualism created in classroom settings, its educational aspect is extremely relevant in the study of Azerbaijani-English bilingualism.

The cultural aspect of bilingualism is given special attention in Linguistics, since language is an essential part of the culture of the people. Each bilingual individual is a native speaker not only of his native language, but also of his culture. As a result of the contact of cultures through language contacts, languages borrow lexical units and the realities of contacting languages, which directly affects the mutual enrichment of the vocabulary of languages.

The cultural aspect of bilingualism affects not only the replenishment of the lexical stock of languages, but also positively affects the bilingual individuals themselves, who join the culture of another people, which increases their cultural level and contributes to their overall development.

Especially if two linguistic groups and cultures have been predisposed to each other from time immemorial, then this leads to further development and strengthening of cultural ties between the two peoples.

Today, a bilingual that speaks both Azerbaijani and English is a carrier of elements of Eastern and Western culture, which is extremely important during political conflicts, misunderstandings between East and West, as well as for the formation of a citizen of the world, belonging not only to his country, but also to the international community. From this point of view, Azerbaijan

University of Languages, which is the country's leading language higher education institution, is engaged in the training of bilingual specialists in the pedagogical, philological, diplomatic spheres, as well as in the field of journalism.

Bilinguals with academic knowledge not only deeper understand, preserve and enrich the historical values of multiculturalism, ethnic, cultural and linguistic diversity and ideas of tolerance in Azerbaijan, accumulated over centuries, but also pass on the rich experience of multiculturalism from generation to generation.

In the XXI century, intercultural dialogue between peoples, to which humanity is striving, is extremely important. Mutual communication, the exchange of experience and knowledge is realized through language contacts, the condition of which is bilingualism. Bilingual individuals are active speakers of both their native language and culture. The active introduction of Western technology in the field of economics, business, industry, electronic media, led to the widespread use of English and an increase in the number of English-speaking bilinguals.

The second chapter of the study **“Features of interference at the morphemic level”** is devoted to the peculiarity of the phenomenon of interference and is divided into sections devoted to the complexities of bilingualism and their consequences, taking into account the psychological and individual characteristics of bilinguals, as well as their native language, the study of interference at the morphemic level as a consequence of bilingualism, as well as interference due to exponential and semantic variation of morphemes.

The focus of this chapter is on interference, in particular, morphemic interference, which has long been a subject of disagreement among linguists, the views of both foreign and Azerbaijani linguists on the issue of interference at the morphemic level are presented and real examples of interference due to exponential variation of morphemes based on the material of English and Azerbaijani languages are given, the question of alternating morphemes in English and the phenomena of

interference associated with it, as well as the semantic aspect of the morpheme is characterized and the determination of the morphemic interference by the semantic variation of the morphemes is considered.

The **first section** of the second chapter ***“The complexity of bilingualism as a condition for the manifestation of interference”*** is devoted to the issue of interference in linguistics as a consequence of bilingualism.

In modern Azerbaijani Linguistics, it is firmly stated that communication and a clear explanation of thoughts in all areas of a foreign language at the same level as in the native and relatively earlier acquired languages is practically impossible, explaining this phenomenon by the fact that later acquired languages are often mastered in conditions of artificial bilingualism and purposefully encompass any particular area of life related to specialization and further education of a bilingual or a polyglot⁷.

From the point of view of Applied Linguistics, mistakes made by bilinguals in learning a foreign language are sometimes useful in predicting hypotheses on the part of students in mastering a second language, and the contrastive analysis (careful study of the native and target languages focusing on potential areas that lead to difficulties) and error analysis has also been presented⁸.

E.Pavey⁹, speaking about language contacts, concerns the question of “internal changes” in the structure of the language with external contact between native speakers and speakers of other languages, believing that it is not easy for speakers of one language to completely switch to using another. This fact directly entails phonetic, grammatical and lexical errors as a result of interference.

V.March¹⁰, classifying various cases of interference, believes

⁷ Veysəlli, F.Y. Azərbaycan dilinin funksional qrammatikası: fonemika və morfemika. / F.Veysəlli. – Bakı: “Prestij çap evi”, – 2014. – s.375

⁸ Todd, Loretto. An Introduction to Linguistics. / T.Loretto. UK: Longman, York Press, –1987. – p.110

⁹ Pavey, E.L. The structure of Language. An Introduction to Grammatical Analysis. / E.Pavey. – Cambridge University Press, –2010. – p.331

¹⁰ Austin, J.L. How to do things with words./ J.Austin. – Oxford: Clarendon Press, – 1962. – p.103

that it is necessary to approach the study of these phenomena based on their results or on their origin. In the classification based on the results of phenomena the author considers it necessary to study the errors in bilinguals' speech in the hierarchy of the greatest importance, in the classification according to their origin, from the point of view of contrastive linguistics, differences in the linguistic structure of the contacting languages are considered. In the classification based on the results of interference phenomena, the author considers it necessary to study the errors in bilinguals' speech in the hierarchy of the greatest importance, while classifying according to their origin, from the point of view of Contrastive Linguistics, the differences in the linguistic structure of contacting languages are considered.

The study of linguistic interference dates back to the Saussure's interdependence of language and speech. The bilingual individual has the opportunity to master a second language at the academic level, while in his speech the phenomena of interference are inevitable on the phoneme, morpheme, lexeme, syntactic levels. At present, some native speakers of the Azerbaijani language are fully proficient in English for education, communication at the business and political levels, although in their speech there are some deviations from the phonological, morphological, lexical or syntactic norms of the English language, since Azerbaijani and English do not have a genetic kinship and in many ways differ from each other.

From this perspective, the theoretical study of the language system and the practical mastery of speech diverge greatly. Often, the latter is relatively effective for the practical implementation of speech in the communication and transmission of thoughts, although with such mastery of the language the accuracy of speech lacks significantly. An important role here also belongs to the psychological aspect of bilingualism, which determines how effectively bilingual speaks a second language, whether he is able to mentally switch from his native language to another and vice versa, which, naturally, belongs to the field of psychological research.

In our opinion, interference should be interpreted as an inevitable phenomenon in the interaction of languages, namely, in conditions of artificial classroom bilingualism, the influence of this phenomenon cannot be taken as the norm, but, on the contrary, it must be fought to achieve the effectiveness of mastering foreign language by bilinguals.

The study of interference is associated with difficulties in mastering the skills of a foreign language, since the existing skills of the mother tongue, in turn, affect the acquisition of the new ones characteristic of the target language.

In fact, language is a social phenomenon, an individual's ability to communicate is realized when the corresponding linguistic skills of any of the languages, native or foreign, are initiatively discovered and used in the corresponding language environment. Otherwise, regardless of whether the language is native or acquired, in the absence of communication, it remains in the passive memory of a bilingual individual, which cannot be called mutual inhibition of languages.

In the second section of the second chapter “*Morphemic interference as a consequence of bilingualism*”, the focus is on interference at the morphemic level.

The reason and source of the occurrence of grammatical, in particular, morphological interference in the speech of bilingual individuals, is the discrepancy in the morphological system of contacting languages. To explain the causes of typical deviations at the morphemic level, one should turn to the morphological features of the contacting languages.

The prepositional system of the English language is one of the reasons for the generation of morpheme interference at the grammatical level of the language. Such difficulties are usually encountered by students whose mother tongue belongs to the Turkic group of languages, since a typological study of these languages reveals their specificity and non-identity of the ways of expressing local, temporal and other case relations, which are transmitted in English by various pretexts.

Since the object of the present study is interference at the

morphemic level, we focused on the concept of “morpheme”.

In linguistic literature, the study of morpheme interference is traced as a type of interference resulting from the language contacts under the name “borrowing grammatical formants” from one language system to another, which in its essence is very contradictory.

The ability to transfer morphemes in bilingual speech also depends on the complexity of the grammatical functions of morphemes. For example, in the speech of Azerbaijani students studying English, the most common case of morpheme interference is the transfer of the morpheme “o” - pronoun in the third person singular, which does not have a gender category in the Azerbaijani language, to the morpheme “she” - a pronoun in the third person singular feminine in English.

The transfer of morphemes involved in the formation of the passive voice in the Azerbaijani language in the study of the corresponding forms in the English language is the least likely, since these morphemes perform not simple, but complex functions.

Often, the language being studied, i.e. second language, has a direct impact on the bilingual mother tongue. In such cases, there are phenomena of interference of free words-morphemes from English (in the case of Azerbaijani-speaking students) to the Azerbaijani language. Such cases of interference in some situations, when there are necessary linguistic or extralinguistic reasons for this, appear in languages in the form of borrowings. Under such conditions, word-morphemes transferred to the language either acquire citizenship in the language and are included in the vocabulary of the language, or do not coexist in the language and are exoticisms or realities that convey the cultural features of the people whose language is being studied.

The third section of the second chapter “*Interference due to exponential variation of morphemes*” analyzes the phenomena of morpheme interference caused by exponential variation of morphemes in Azerbaijani students’ English speech.

Taking into account the exponential and semantic description of morphemes, we can consider the phenomenon of interference

due to the exponential variation of morphemes in the conditions of Azerbaijani-English bilingualism. This type of interference is observed in the speech of the Azerbaijani students studying English. The most common mistakes made by them are found in such variants of morphemes, due to their exponential variation, as [s], [z], [iz] - variants of the plural of English nouns in the words: “caps” (caps) [s], “songs”(songs) [z],“ matches ”(matches) [iz], which are pronounced by students as [s] - one of the variants of this morpheme. The variation in the pronunciation of the indicated morpheme is due to the previous consonant sound:

- 1) after an unvoiced consonant, pronounced as [s].
- 2) after voiced like [z];
- 3) after hissing and whistling sounds like [iz], which is often ignored by students, especially at the early stages of learning English.

This kind of interference is also observed in the pronunciation of the past-morpheme “-ed” of English verbs. Students most often pronounce this morpheme as [id] in all variants, such as:

- 1) [id] instead of [d] in words like “said”
- 2) [id] instead of [t] in the case of the verb “asked” (asked), “finished” (finished), “liked” (liked), “looked” (watched), “watched” (watched), “worked ”(worked), etc.
- 3) [id] instead of [d] in the example “changed” (changed), “listened” (listened).

The phenomena of interference caused by exponential variation of morphemes also include the erroneous use of the “-ess” morpheme, which participates in the formation of nouns instead of the “-ness” morpheme, which has a similar function of noun formation, in the case of “kindess” instead of kindness (kindness), “goodess” instead of "goodness"(virtue),"graciousess" instead of "graciousness" (mercy), etc.

To overcome the cases of interference caused by the exponential variation of morphemes in the English speech of Azerbaijani students, it is necessary to take this factor into account when learning the language, constantly focus on problem points, give special exercises to correct students' real and potential mistakes

in order to improve and achieve the efficiency of the process of mastering the foreign language.

In the last fourth section of the second chapter *“Interference due to semantic variation of morphemes”*, the phenomena of morpheme interference due to semantic variation of morphemes are studied.

The semantic analysis of morphemes is one of the difficult tasks of morphemics. In Linguistics, the morpheme is defined as the minimum significant unit of the language, although in practice we encounter morphemes deprived of a semantic attribute, performing the functions of inserts, connectives between other morphemes, which have a special name - interfixes. It can be vowels or consonants connecting two morphemes: root and affix, as, for example, in the Azerbaijani language, the interfix - “-y-” and “-n-” in the words “səmaya” (to heaven) - “səmani” (the sky is in the accusative case), “dəryaya” (in the sea), “dəryanı” (the sea is in the accusative case). In English, interfixes are observed in the following examples: the interfix “i” in the words “messiness” (messiness), “messily” (in disorder), as well as interfixes connecting two root morphemes in complex words, like the interfix “o” in the words “extremophile” (extremophiles), “ speedometer ”(speedometer), “blogosphere ”(blogosphere), etc.

The Azerbaijani linguist F.Y. Veisalli conducted a thorough semantic analysis of the Azerbaijani, English, German and Russian languages, indicating the presence of homosemy of morphemes in the case when functional unity does not have formal connections between variants of one morpheme, while suffix morphemes show the development of homonymy as, for example, in the Azerbaijani language in the word "düzlu" (salty), the morpheme / lu / is the morpheme, meaning the quality of food and in the word "tovuzlu" (originally from Tovuz), the morpheme / lu / is the morpheme indicating the origin of the individual; in English, “fisher” (fisherman), morpheme / er /, used to denote the profession of a person and “longer” (longer), the same morpheme / er /, but with a different semantic content, indicating the comparative degree of

*simple monosyllabic adjectives in English language*¹¹.

The most common mistakes are the misuse of the morphemes of English verbs in the third person singular “-s” with verbs in the third and second person in the plural in English. Instead of “they live; we live” Azerbaijani students use “they lives; we lives”, as the morpheme “-s” is homonymous with the plural morpheme of English nouns, while the third-person verbs of the plural in the Azerbaijani language accept the plural ending “-lar, -lər”, which is not typical for English verbs and leads to speech errors. The semantic variation of the English morpheme “s”, denoting both the plural of nouns and the third person singular of the verbs in the present indefinite tense form, causes such interference phenomena in Azerbaijani students’ speech. In this case, we observe interlanguage interference.

*While investigating the interference caused by the semantic variation of morphemes, we should touch on the case with the personal pronouns “he” and “she” and their paradigm, each of which has four forms respectively “he” – personal pronoun in the nominative case, “him” – in the object case, “his” is his possessive pronoun, “his” is the absolute form of the possessive pronoun, and “she” is the personal pronoun, “her” is in the object case, “her” is also the possessive pronoun, “hers” is the absolute form of the possessive pronoun or possessive adjective which, according to the German linguist N. Riff, has a grammatical meaning, and at the same time is registered in dictionaries and possesses lexical meaning*¹². The paradigms of these pronouns, at the same time, are morpheme words and their misuse by gender in the English speech of Azerbaijani students is more common than other cases of interference. The overwhelming majority of Azerbaijani students confuse these pronouns and their paradigms, and have reasons for this, since the gender category in the grammar of the Azerbaijani language is completely absent and the pronouns in the third person

¹¹ Вейсялли, Ф.Я. Экспонентное и семантическое описание морфем. // – Bakı, AMEA, Nəsimi adına Dilçilik İnstitutu, Türkologiya, –2013. № 1, – с.12

¹² Riff, Niklaus. Folia linguistica Historica. / Niklaus Riff. – Walter de Gruyter, – Germany, – 2012. – с.248

singular both in feminine and masculine genders in the Azerbaijani language is expressed by the form “ o ”(he or she), and only by context, is it possible to determine the gender of the pronoun. Therefore, the presence of two pronouns (in masculine and feminine genders), representing a third person singular, creates difficulties for Azerbaijani students, who bear in mind the equivalent of these pronouns as one pronoun "o" (he, she) and it leads to immediate errors in speech.

*In the field of morphology, interference is to some extent determined by the morphological norms inherent in each language, which the Azerbaijani linguist A.M. Kurbanov defines as patterns according to which words take certain endings of cases, numbers, affiliation, person, time, etc., according to the law of synharmonism, endings join the root of the word, etc.*¹³

In this regard, in cases where sharp differences in morphological norms are observed between the contacting languages, the phenomenon of interference is more common.

Comparative typological studies contribute to the effective elimination of interference problems that arise when mastering a foreign language in a national audience, namely such as:

1) problems relating to different levels of the language - phonological, morphological, lexical and syntactic, which students encounter in the process of learning a language;

2) problems associated with the selection of the necessary language material;

3) problems with the establishment of the correct methodological forecast and the development of an effective system of methodological techniques for a clear and distinct explanation of the language material in order to create rational exercises and tasks;

*4) problems with the creation of a science-based system of textbooks for practical courses in foreign languages*¹⁴.

¹³ Qurbanov, A.M. Ümumi dilçilik: [2 cilddə]. /A.Qurbanov; red. İ.Məmmədov, M.Məmmədov. – Bakı: Nurlan, – c.2. –2004. – s.168

¹⁴ Yunusov, D. Comparative typology of the English and Azerbaijani languages. / D.Yunusov. L.Khanbutayeva. – Bakı: Mutarjim, – 2008. – p. 214

The third chapter, “**Manifestation of perceptual interference,**” is devoted to the study of perceptual interference, as well as the role of the mother tongue in the manifestation of interference. The first section of the third chapter, “**Research on perceptual interference,**” focuses on the psycholinguistic features of mastering a foreign language that have a direct impact on the phenomenon of interference.

The first section of the third chapter, “**Research on perceptual interference,**” focuses on the psycholinguistic features of mastering a foreign language that have a direct impact on the phenomenon of interference.

In approaching the issue of perceptual interference, the psycholinguistic aspect of bilingualism was taken into account, which is not of less importance in mastering and reproducing the English language of Azerbaijani students. Also, in manifestations of interference of perceptual nature the role of the bilinguals’ mother tongue was determined, which exerts a direct influence and often generates interference phenomena. This section also considers factors affecting the effective development of a foreign language, namely: the degree of kinship of the contacting languages, the presence or absence of certain grammatical categories of the language being studied in the bilinguals’ mother tongue, and the equivalents of morphemes of a foreign language in the bilinguals’ first language.

*Stability of perception is not an innate ability of an individual*¹⁵. It depends on the activity of the perceptual system. When perceiving a foreign language, the most important role is played by the process of communication and personal experience of using the language from a bilingual’s side. Since a bilingual individual perceives a foreign language on the basis of his native language, interference phenomena are inevitable in the activity of the perceptual system, because the process of comparison, and sometimes identification of the grammatical structures of the mother tongue and the target language takes place in a bilingual’s

¹⁵ Seyidov, S.İ. Psixologiya./ S.Seyidov. M.Həmzəyev. –Bakı: “Nurlan”, – 2007. – s.272

consciousness.

In Psycholinguistics, which is a relatively modern branch of science that intersects with Linguistics and Psychology, the phenomena of interference in the process of the second language acquisition, which are manifested in bilinguals' speech errors, are studied in detail, dividing this type of error into the following groups:

1) *errors arising as a result of comparing a foreign language with a native language, that is, as a result of interference of the native language;*

2) *errors that are not related to the mother tongue and are identified in the process of learning a particular foreign language;*

3) *errors of a more general nature that arise when teaching a language, associated with such psychological characteristics as memory, attention, etc.*¹⁶

In the second section of the third chapter ***“The role of the native language in the manifestation of interference”***, the status of the bilingual mother tongue is scientifically substantiated in the study and development of the second language.

The influence of the bilingual's mother tongue on mastering foreign language skills is not always unambiguous, and the strength and effectiveness of language skills in the mother tongue is not always ideal. The stability of language skills in the native or foreign languages is determined by the actual conditions of use and contact of these languages. If a bilingual individual, due to circumstances and real conditions and the linguistic environment, for the most part has to communicate in a foreign, acquired language, then in this case, when communicating in a foreign language, the reason for the interference may be foreign, not native. Since language skills in a foreign language are more stable, and a foreign language is used most frequently than the native language.

With direct contact between two languages, a bilingual individual associates similar linguistic phenomena in contacting languages, and interference errors are made with mistaken

¹⁶ Психолингвистика. Сборник статей, составитель А.А.Шахнарович. / – Москва: «Прогресс», –1984. – с.18

identifications.

Carrying out experiments to identify the phenomena of interference is very promising for further linguistic research in the field of interference and can contribute to future new results in this area of Linguistics and the study of the problem of bilingualism. This experimental study of Azerbaijani-English bilingualism is based on specific observations of the speech of Azerbaijani students in the process of studying English at an academic level.

Interference in bilingual speech is such a spontaneous process that it is often very difficult to obtain quantitative data about this language phenomenon. Despite this, there are certain experimental methods for detecting interference in bilinguals' speech. The most widespread method for detecting the interpenetration of languages is the grammar or lexical test used to determine the level of language proficiency ("placement test"). However, this method may not be entirely effective in the study of particular cases of interference: phonetic, morphemic, lexical, and syntactic. To study each type of interference, appropriate experimental methods are needed to achieve effective results.

For the effective implementation of speech utterance in a foreign language, a speaker needs certain language skills of perception, understanding and reproduction of information. At the same time, the phenomenon of interference, which was discussed in detail in the previous chapters, has a negative effect on the skills of reproducing a bilingual individual and becomes the main cause of violations of the norms in bilingual individuals' foreign language speech.

Both from a linguistic and psychological point of view, it can be assumed that the mother tongue is the basis, support for bilinguals in the study and mastering of a second language. The more typological differences and coincidences between the native and studied languages, the greater the degree of complexity associated with the mastering of the second language from the bilinguals' side. The successful perception of a foreign language depends not only on the degree of kinship between the contacting languages, but also on the peculiar development of the linguistic

consciousness of individuals, which is completely different for all bilinguals. A considerable role in the active perception of the second language is played by the age of the students, of course, in the earlier stages of language learning, perception is more active than in the later stages of its learning.

In conditions of natural bilingualism, bilinguals in the process of communicating with native speakers of the language, being in the linguistic environment, will be able to overcome the phenomena of interference, both in oral and written speech, since the auditory perception of foreign speech directly affects the bilingual's speech and writing.

In the case of artificial bilingualism at the foreign language lessons, often interference phenomena continue to penetrate students' speech for a long time, since the teacher himself is the only source of exemplary speech. In such cases, the overcoming of the interference phenomena, in particular morphemic interference will depend not only on the methodological professionalism of the teacher, but also on the competence, motivation and interest in learning the language of the bilingual individuals themselves and their desire for exemplary original speech. With artificial bilingualism, the mother tongue is often the cause of interference, but at the same time the basis for the perception of the second language.

Relevant studies in this area show that one should not believe in myths that a second or foreign language is easier to learn without knowledge of the mother tongue¹⁷.

The experiments for detecting perceptual interference conducted in this study also show that when the grammar system of the foreign language, in particular, the morphological structure of the English language is perceived, the bilinguals (in our case, Azerbaijani students) are directly compared with the morphemes of the Azerbaijani and English languages, and the structure of the studied (English) is distorted under the influence of the mother tongue system.

¹⁷Mother tongue and Bilingual Education. A Collection of Conference Papers. The Danish Education Network, January, –2008. – p.3

An important task for language teachers is to facilitate for foreign language learners the transition from a mother tongue system to a foreign language system, taking into consideration the differences in the grammatical structures of the contacting languages before the process of perception in bilingual individuals takes place.

In this area an effective system of methodical exercises can be useful, as well as comparative grammar data of the Azerbaijani and English languages. As we have already noted, the native language plays a key role in acquiring the skills of a second language. A special linguistic study is subject to the problem of the degree of activity of the perception of the second language from the bilinguals' side, as well as the degree of their development of slightly different and highly contrasting linguistic phenomena inherent in the studied language. Depending on this factor, as well as on the individual characteristics of the perception of a foreign language by bilingual individuals of different age groups, the level of bilinguals' knowledge of a foreign language will be determined, as well as their language competence.

When learning a language, an important role in bilinguals' consciousness is played by cognitive processes that are studied in cognitive science, which focuses on the problems of Psychology, Linguistics, Philosophy, Neuroscience and the study of artificial intelligence. When learning a language, mastering its rules and norms, certain speech production strategies are implemented¹⁸.

The principle of these strategies is that the perception of a foreign language in addition to the theoretical study of the language occurs through the memorization of the specific speech utterances in speech production, that is, the development of the language in practice. The phenomenon of interference in such cases is minimized and may occur if the bilingual has memory problems.

R.Y.Barsuk, based on psycholinguistic and extralinguistic factors that directly affect the acquisition of a foreign language, focuses on the quality of language acquisition, phased learning of a foreign language, which in the future allows to overcome potential

¹⁸ Резвина, О.Г. Память и язык.// – Новосибирск, Критика и семиотика, – 2006. Вып.10, – с. 11

*interference phenomena caused by the peculiarities of the native language*¹⁹.

*With the exception of the early bilinguals, bilingual individuals have some experience in learning a foreign language and are potentially knowledgeable about acquiring a second language, and this experience can further positively affect not only the development of a second, but also additional languages*²⁰.

*This fact is also confirmed in the comparatively modern branch of Linguistics - in Cognitive Linguistics, which sees the direct connection of linguistic processes and phenomena with the human mind and believes that the acquisition of new language skills is a matter of consciousness, not behavior*²¹.

In the third section of the third chapter "***The problem of mastering foreign language speech in the process of speech activity of bilingual individuals in cases of morphemic interference in bilingual conditions***", the problem of mastering foreign language speech in the process of bilingual individuals' speech activity in cases of morphemic interference in conditions of bilingualism is considered.

In the modern world, an increase in the requirements for practical mastery of foreign languages directly affects the development of linguistic science. Linguists, studying the language with various prisms and multilateral approaches, try to identify the problematic aspects, difficulties of learning foreign languages and develop all possible prospects for overcoming them as the bilinguals' linguistic competence increases.

¹⁹ Барсук, Р.Ю. Учет лингвистического опыта при отборе материала программированного обучения иностранным языкам в условиях би- и полилингвизма // Методические вопросы программированного обучения языкам в условиях билингвизма. Тезисы докладов на Всероссийской конференции по программированному обучению языкам в условиях билингвизма. –М., –1973, –с.3-4

²⁰Cenoz, J. Towards Multilingual Education: Basque Educational Research in International Perspective. Multilingual Matters. Bristol. Buffalo./ J.Cenoz. – Toronto: – 2009. – p.146

²¹ Doughty, J.C. The Handbook of Second Language Acquisition. / J.Doughty, M.Long. – Blackwell Publishing, – 2003. – p.866

Today, the educational system of the Republic of Azerbaijan places a great emphasis on the formation of a multilateral personality with a mandatory knowledge of a foreign language, in particular English, which is an international language of communication that puts the correct teaching of a foreign language in the spotlight of both linguists and methodologists.

Interference errors regarding the morphemic structure of the language revealed in the Azerbaijani students' English speech as a result of this study are related to grammatical deviations from the norm. As a result, mastering the grammatical structure of the English language is problematic and becomes the cause of interference phenomena in bilinguals' speech.

Taking into consideration the interference at the phonetic, morphological, grammatical, lexical and syntactic levels of the language, the methodologists should develop an appropriate system of exercises to improve students' pronunciation using audio aids, voicing texts, dialogues, natural foreign speech, various life situations voiced by native speakers.

Linguists' task is to identify problematic issues, difficulties in teaching a foreign language. More detailed ways of studying and applying modern innovative methods and techniques for the most effective teaching and mastering of a foreign language are subject to Applied Linguistics, professionally dealing with these problems.

The fourth chapter, "Experimental study of the morpheme interference in bilinguals", discloses the results of an experimental study of the morphemic interference in bilinguals, which includes sections on the study of experimental data on the study of interference at the morphemic level in bilinguals' speech, and also sets forth further directions regarding the problem of overcoming morphemic interference.

The first section of the fourth chapter, ***"Results of experimental studies of interference at the morphemic level in bilinguals' speech"***, reveals the real cases of morphemic interference in Azerbaijani students' speech. This section on an experimental study of interference at the morphemic level in bilinguals' speech is fully devoted to the results of experimental

studies conducted with I-IV year students of the Faculty of Education of the Azerbaijan University of Languages, where 120 students participated. The object of experience was chosen bilingual with different levels of English language proficiency: from low intermediate (pre-intermediate) to advanced.

The experiments consisted of a test “fixed spoken language” to identify cases of morphemic interference in the process of bilinguals’ verbal communication. With this purpose, after the presentation of the established topic, students were interviewed in accordance with discussion questions, including one-to-one oral interviews with bilinguals, after which they were asked to write a short essay on this topic, as well as written test tasks to identify potential interference phenomena.

The second type of test, both for the first and for all other courses, was to translate sentences on cards from Azerbaijani into English, in order to trace the degree of interference at the morphemic level in bilinguals’ written language. The results of experimental observations are indicated in percentage terms according to bilinguals’ levels of English proficiency, taking into account the types of deviations from the norm.

Incorrect options allowed by Azerbaijani students as a result of interference at the morphemic level have been carefully studied and systematized according to types taking into account morphemes subjected to the phenomenon of interference.

The percentage correlation of the frequency of the encountered interference phenomena at the morphemic level can be represented in the following way:

Types of mistakes	I year	II year	III year	IV year
1. Errors associated with differences in the grammatical category of the person in verbs	85%	62%	35%	12%
2. Errors associated with the discrepancy in the grammatical category of the number in the words of the Azerbaijani and English languages.	88%	50%	30%	10%

3. Errors caused by discrepancy in the use of constructions with prepositions in the Azerbaijani and English languages	90%	70%	45%	25%
4. Errors caused by differences in the rules for the coordination of times in the Azerbaijani and English languages	87%	61%	30%	17%
5. Errors associated with the mismatch of the forms of the pronouns “you” in the Azerbaijani and English languages	70%	50%	25%	8%
6. Errors associated with the misuse of verb forms in English	85%	60%	40%	20%
7. Errors caused by the misuse of prefix morphemes with a negation value	75%	54%	30%	15%
8. Errors caused by misuse of suffixes of morphemes with nouns in English	72%	50%	28%	11%
9. Errors Related to Misuse of Adjectives	65%	42%	20%	7%
10. Errors caused by differences in the gender category of English and Azerbaijani nouns	89%	65%	41%	12%
11. Errors associated with the lack of the article category in the Azerbaijani language	50%	34%	12%	6%
12. Errors related to double negation in English sentences	45%	27%	16%	10%

Although the percentage correlation of errors indicates a decline in the number of these types of errors, one hundred percent of overcome the interference phenomena could not be fixed. This means that the inevitable phenomenon of interference in the Azerbaijani students’ English speech, related both to the strong influence of the mother tongue on their linguistic consciousness and the psychological difficulties in mastering a foreign language, still

remains an urgent problem in Linguistics.

The results of the experiment also indicate that the most problematic are errors caused by the mismatch in the use of constructions with prepositions in the Azerbaijani and English languages, which make up 90% in the experiment with freshmen of the Azerbaijan University of Languages and errors caused by differences in the gender category of English and Azerbaijani pronouns, which accounted for 89% of the mistakes of Azerbaijani students.

Of course, the dynamics of the error rate decreased at the second, third, fourth courses, which correspond to the levels: intermediate, higher intermediate (Upper-Intermediate level) and advanced, respectively, due to the training in practical grammar and the general English course, which are the main language disciplines of the Azerbaijan University of Languages.

However, in the last year, at the Advanced level, errors of the identified types are still observed, albeit in a lower percentage correlation. Being future specialists of teaching English, graduates of the Education faculty of Azerbaijan University of Languages are expected to have a high level of English proficiency and relatively they are set high language proficiency requirements. In view of this, in their speech interference phenomena should be minimized and communication in English for these students, and in the future graduates of the University, should not be limited to all kinds of obstacles.

In the last section of the fourth chapter, "***Classification of interference errors in the Azerbaijani students' English speech***" presents a systematic classification of interference errors made by Azerbaijani students in their English speech. The phenomena of morphemic interference in the speech of bilinguals were divided into types of errors caused by differences in the morphemic structure and word-formation system of the Azerbaijani and English languages.

The sociolinguistic phenomenon of bilingualism as a multidimensional phenomenon investigated in this dissertation will open up new directions not only in the theory of General Linguistics,

but also interference errors in the Azerbaijani students' speech, that we have identified will greatly contribute to solving the corresponding problems in Applied Linguistics.

In the **conclusion** of the dissertation, the results of the study were summarized, in particular, conclusions were drawn that bilingualism is a multifaceted and multi-aspect phenomenon in Linguistics requiring a comprehensive approach, and also about interference phenomena caused by exponential and semantic variation of morphemes. At the same time, it was emphasized that the study of interference with artificial bilingualism explains the causes and consequences of this linguistic phenomenon, allows us to anticipate potential errors of the bilingual individuals and greatly facilitate the consequence of their prevention during the development of a foreign language.

1. Having examined various aspects of bilingualism - linguistic, social, psychological, educational, political aspects, the role of bilingualism in the formation of a virtual personality, one can come to the conclusion that bilingualism is a central concept not only in Linguistics, but also in Psychology, Linguodidactics, and Sociolinguistics. The emphasized problem of bilingualism in the study and mastering a foreign language is the phenomenon of interaction of the native and the target languages, the phenomenon of interference.

2. The conditions of manifestation of cases of interference are analyzed, which are manifested especially acutely and very frequently when the contacting languages are unrelated and do not have any common and overlapping phonetic, grammatical, lexical and syntactic properties and features. Systemic and structural differences between the mother tongue and the target language are one of the main causes of interference.

3. The features of interlanguage and intralingual interference at the morphemic level, in particular, the interference caused by the exponential and semantic variation of morphemes based on the identified interference phenomena in Azerbaijani students' speech, are studied. As a result of the analysis, we identified the most frequently made errors in terms of exponential and semantic

variation of morphemes.

4. Separate cases of deviations from the norm as a result of exponential variation of morphemes that have similar significance, but different external manifestations, typical errors of Azerbaijani students in the use of certain varying morphemes were carefully identified and analyzed, and a comparative analysis of morphemes of the Azerbaijani and English languages was carried out.

5. The interference associated with the semantic variation of morphemes is explained by an incorrect interpretation of the semantic aspect of morpheme variation in English used by Azerbaijani students. The paper also gives examples encountered on this type of interference in bilinguals' speech and emphasizes its feature.

6. An assessment of interference of a perceptual nature is investigated, which is explained by the psychological aspect of bilingualism, and is associated with conscious and unconscious perception of the language, cognitive processes occurring in of bilinguals' minds.

7. In the experiments with 120 first, second, the third and the fourth year students of the Faculty of Education of the Azerbaijan University of Languages, interference phenomena were revealed that were observed in the process of written and oral communication of Azerbaijani students in English and characteristic errors were recorded at the morphemic level caused by the overlap of Azerbaijani and English to each other. The students' English language level corresponded to the Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced levels. The aim of involving students of different levels was to trace the phenomena of morphemic interference in students' speech as their language competence increased.

8. The experiment was carried out in two forms: oral, by individually interviewing students and fixing interference errors in their speech, and written, by means of tasks aimed at identifying potential errors in the field of morphemic interference in students' speech.

9. After analyzing the phenomena of morphemic interference

in Azerbaijani students' speech, the types of errors in their speech were determined taking into account the morphological features of the Azerbaijani and English languages, the errors were systematically classified and justified with explanations related to discrepancies between the morphemic structure of the mother tongue and the target language.

10. Further, based on the data obtained through experimental tasks and oral interviews, a statistical analysis of the frequency of types of the Azerbaijani students' interference errors was carried out according to the corresponding levels of English proficiency in percentage correlation. Due to the analysis of the frequency of interference errors, we came to the conclusion that the most common errors in the oral and written English speech of Azerbaijani students are errors caused by the mismatch in the use of constructions with prepositions in the Azerbaijani and English languages, followed by errors caused by the discrepancy in the category genders of English and Azerbaijani pronouns.

11. The experimental data showed that the rarest errors were related to the absence of articles in the Azerbaijani language, cases with the incorrect use of the indefinite article "a" with uncountable nouns, and cases of the absence of a definite article "the" with ordinal numbers and the adjective "next".

12. Unexpected was the fact that, despite the decrease in the percentage correlation of the frequency of interference errors encountered in the Azerbaijani students' speech from the first to the fourth years, it was still not possible to completely overcome this phenomenon in the fourth year with an advanced level of English.

13. It should be noted that within the framework of this study, the problems of morphemic interference were studied in conditions of artificial bilingualism, that is, bilingualism in the classroom. Due to this feature of morpheme interference, the results of our study will be directly aimed at improving the quality of teaching English at universities and, in particular, students whose native language is Azerbaijani.

14. Summarizing the main results of the study, as well as conclusions about the prospects for further continuation of research

in this direction in the light of the Theory of Language, about linguistic problems awaiting solution, it is necessary to note the extreme importance of further research into the phenomena of interference at various levels of language in the context of bilingualism as an actual problem of modern linguistics.

The main points of the dissertation are reflected in the following publications of the author:

- The issue of mobile learning // Xarici dillərin tədrisinin aktual problemləri. IV Respublika elmi konfransının materialları, – Bakı: – 18-19 May, – 2011. – s.200-201
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 6. Политический аспект билингвизма в Азербайджане // – Bakı: Pedaqoji Universitetin Xəbərləri, – 2014. №1, – s.244-246.
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 12. Влияние явления интерференции при изучении иностранного языка // Ümummilli Lider H.Əliyevin anadan olmasının 92 illiyinə həsr olunmuş Gənc Tədqiqatçıların III Beynəlxalq Elmi Konfransının materialları, – Bakı: – 17-18 Aprel, – 2015. – s.1137-1139.
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