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**MASTER THESIS**

The Place of English in Language Policy and Planning in Azerbaijan

Student: Nazrin Mamedova

Supervisor: Ph.D. Milana Abbasova

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## ABSTRACT

The study examines the promotion of English as a part of state policy in Azerbaijan. In this direction, the application of new methods in the language context, the formation process, and the effectiveness of their use today were investigated. In the second part of the research, which is considered practical, a questionnaire was designed to measure the degree of awareness in this field and the results were analyzed. The level, methods, importance and necessity of the English language taught in secondary and higher schools were analyzed. The object of the study is to examine the development trend of the English language as the basis of this policy in our country. Thus, the interest of young people today in foreign languages gives them the right to speak in this direction. A survey method was used to make the research work more efficient. The obtained results were analyzed and added to the study. Today, the use and development of the English language in all fields in Azerbaijan allows us to conclude that the language policy is successfully implemented. Taking into account the role and position of this language at the international level, it is gratifying that a large number of young people in our country are aware of it. In the future, it is expected that the policy of using the English language will be developed and development will be ensured in certain directions. The selection of the research in the mentioned topic is also the result of this trend. The successful development of the language policy as one of the main reasons for the integration of our country into the world, which is gaining international prestige, lays the foundation for positive results in this field. In this direction, the dissertation was analyzed and statistical analyzes were conducted based on the obtained results. Taking into account the relevance of the topic, the degree of development, previous research works were cited.

**Keywords:** *translation, English language, student, research, language policy.*

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## INTRODUCTION

**Actuality of investigation.** In our modern times, English has become the language of political negotiations and business. Basic scientific and medical research is also conducted in English. According to international agreements, flight attendants must know English. English is the most commonly taught language in South American and European schools. In the Philippines and Japan, children start learning English from a very young age. English is the official language of more than seventy-five countries, including Britain, Canada, the United States, Australia, and South Africa. The fact that English has a significant advantage in the EU is that it is more widely used in the world.

In addition to the 23 official languages, there are 150 regional and national minority languages in the EU. Catalan, Basque and Galician are not universally spoken in Spain, but in some autonomous regions they have the status of a second official language. According to the resolution of the Council of the European Union dated June 13, 2005, only these 3 regional languages are used as means of communication in the institutions of the Union. Unlike these languages, Welsh, Gaelic and Scottish languages, which are the regional languages of Great Britain, do not have such an official status.

The draft Constitution of the Union was drafted in 23 official languages of the Union, as well as Turkish, the official language of the candidate state Turkey. Other regional languages include Albanian, Arabic, Aragonese, Occitan, Romance, Breton and others. Among them, the Russian language is of special importance. Although not an official language of the EU, Russian is a widely spoken language among a number of member states. Thus, Russian is the mother tongue of about 1.3 million people in Latvia, Lithuania and Estonia, which belong to the former Eastern Bloc and have recently joined the Union. Although not a native language, Russian is widely used in Bulgaria, Poland, the Czech Republic, Slovakia, Hungary, Romania and several other countries.

This language is the 8<sup>th</sup> most spoken language in the EU. About 7% of all EU citizens speak or understand Russian. Apart from regional languages, there are many languages spoken by migrant communities. For example: approximately 2% of the population of Belgium and West Germany, and 1% of the population of the Netherlands use Turkish as their mother tongue. Other widely used migrant languages are Arabic, Urdu, Bengali, and Hindi. Balkan languages are widely used by migrants and refugees in many parts of the EU.

There are many dead languages in Europe and this process is still going on. Old Prussian, Communal and two Jewish languages are included in the list of dead languages by the UNESCO

Red Book. Some Semitic languages, Frisian, Breton and several regional Jewish languages are almost dead or in serious danger. Migrant languages do not have the status of official recognition by the EU, although since 2007 they have the right to education in their mother tongue. All official languages of the EU are written in the Latin alphabet.

**The object and subject of the research.** The object of the study is the analysis of the process of the importance of the English language in the implementation of language policy in our country. The subject of the study is the study of the use of English and also the level of demand for this language in our country today.

**The goals and objectives of the research.** The purpose of the research is to determine the position of the language policy in our country and the level of development of the English language as a part of this policy, to determine the factors that are important to implement in this direction, to prepare an effective education system that meets the requirements of the modern era and is based on the requirements of the modern era.

**Research methods.** Survey, data collection, statistical analysis, calculation, etc. are used in the research work. methods were used.

**The main clauses that are defended.** The defense is presented with the following provisions:

1. Deeper mastering of the English language, which is taught in secondary and higher specialized schools, is realized as a part of the language policy with a special methodology that stimulates creative activity.

2. By working on improving the oral and written communication skills of students in English and maximizing its use in various areas of social life, it ensures a more interesting and lively organization of the learning process.

3. As part of the language policy, it is an interesting fact that young people have a high level of motivation to learn languages in modern times.

**The novelty of the study.** The scientific novelty of the research is that the important position of English as a second language was approached from various aspects, the effectiveness of English language classes was analyzed, the main factors enabling the effective solution of teaching were determined and they had a positive role in the formation and development of speech habits.

**Theoretical and practical significance of the research.** The theoretical importance of the research is that the principles and requirements of importance for the successful implementation of the teaching of the English language as an important part of the language policy in our country have been determined, scientific-methodical approaches have been

summarized and developed as a system. The practical significance of the research is that the various approaches to language throughout history in Azerbaijan have been examined, and the role of English in language policy at the international level has been determined.

**The structure of the dissertation.** Dissertation consists of introduction, theoretical and practical part, survey, analysis, conclusion and list of used literature.

## CHAPTER I. LITERATURE REVIEW

### 1.2 SOCIOLINGUISTIC PARADIGMS OF LANGUAGE POLICY IN AZERBAIJAN

#### 1.1.1 Studies on Alphabet Reform

The 19<sup>th</sup> century was a period of development in the social and cultural history of the Azerbaijani people. With its literary stages, characteristics, and political-historical events, this period is an integral part of our literary history and culture. Turning this stage into an object of research in every period is one of the important issues facing the science of literary studies. Despite the socio-political and economic difficulties of the 19<sup>th</sup> century, literature, history, art, architecture, etc. sciences lived, developed, and as a result gave impetus to the creation of new, valuable, original art examples. It was in this century that examples of dramaturgy and artistic-realist prose entered the history of Azerbaijani literature. Enlightenment, which originated in Western Europe in the 18<sup>th</sup> century, took shape in Azerbaijan as a whole idea in the 19<sup>th</sup> century fully manifested itself and played a decisive role in the spiritual life of our people.

A. Bakikhanov, I. Gutkashinli, M. Sh. Prominent writers like Vazeh brought the first germ of the enlightenment that arose in Azerbaijan to literature. Enlightenment improved and developed in the person of M.F. Akhundzadeh. In later periods, H. Zardabi, N. Vazirov, S. A. Shirvani, and others developed enlightenment in Azerbaijan with their literary and social activities and brought it to a high stage. It was M. F. Akhundzade who felt the development, innovation, and modernity in the economic and cultural life of the people of Azerbaijan at the right time. He is the first great representative in our literary history of the enlightened-realist method, which laid the foundation of a new humanist thinking not only in Azerbaijan, but also in the Middle East, and opened a new stage in literary and social thinking (Mammadova, M. 2016).

The creativity of the writer, who understands the common desire of the Azerbaijani people, is rich in many interesting materials related to the classical literature of our nation, its history, traditions, religious and national features, and folklore. According to literature, folklore is not only an example of artistic creativity that develops intelligence, but also a treasure that contains folk wisdom. Great artists, poets, and writers in Europe and Eastern countries have turned to this rich treasure in their works, found and selected details suitable for their tastes, and creative styles, and creatively benefited from it in their works. Until M.F. Akhundzade, there was no realistic, modern, national drama and theater written in the style of Western

European and Russian classics, that resonated with modern life, in Azerbaijan. (Mammadova, M. 2016).

The writer started his work in such a difficult situation and laid the foundation of Azerbaijani drama with six plays he wrote between 1850 and 1855. The features of deeply feeling the development tendencies and innovation of the people's life as an artist with a modern spirit were manifested in the plays written by M. F. Akhundzade. Modernity in dramaturgy consists of the artistic emotional understanding and realization of the existing existence, and social life within time and space from the point of view of the progressive goals of the era, social-historical progress. While writing each of his works, M.F. Akhundzade addressed the necessary and urgent issues of the time, approached the real facts with the needs of the day, and the negative and positive aspects of the life he lived: - aroused hatred for injustice, injustice, women's lack of rights; the progressive events, the national liberation struggle, the heroes of this struggle, and the wisdom of our forefathers are instilled with sympathy and love (2014).

In the works of the playwright, attention to the social problems of the time, and his ability to hear and show the changes occurring in the society in which he lived, resulted from his sensitivity and understanding of the newness and modernity gradually emerging in the psychology and worldview of people. M.F. Akhundzade, starting with his first drama, remained faithful to the truths of life he observed until his next plays, and the events and images he described became stronger from play to play. Social content, meaningful, attractive, and serious laughter was widely featured in the playwright's first comedy, and his anger at the types that hindered the development of society and people's living became stronger in his later plays. Modernity, which is a remarkable quality of M.F.Akhundzade's work, is especially evident in his works. The dramatist's works are valuable examples of art that retain their modernity even now. He approached the events, objects, people, and historical facts he described from the point of view of modernity, and managed to interpret them from the level of the great ideas of the time, and the political, social, and cultural issues of the time. Linguistic Policy of the Soviet Union Against Azerbaijan.

Mirza Fatali writes that Akhundov did not put forward the issue of completely abandoning the Arabic alphabet and switching to a new alphabet based on the European alphabet. In his first draft of the alphabet and his commentary on it, he intended to simplify the Arabic alphabet by reforming it. According to sources, around 1857, Mirza Fatali Akhundov started working on the change of our alphabet. The great educator saw one reason for the cultural backwardness of the Middle Eastern peoples in the old Arabic alphabet (2004).

In 1857, to change the Arabic alphabet, he compiled a project consisting of a booklet in Persian. He went to Istanbul in 1863 to implement his ideas in this regard in the Middle East.

In his biography, Mirza Fatali Akhundov explains the activities of changing the alphabet in Istanbul in this way:

*“I presented the booklet about changing the alphabet to the Grandfather of Turkey, Fuad Pasha, through the mediation of the Russian ambassador Dragoma, and showed my plays in Turkish and the story of Yusif Shah. The booklet was studied at the "Scientific-Elmiyayi-Osmaniyya" by the order of the Grandfather, and they found it acceptable in all respects. they did. But they did not consider it permissible to implement it. Because again, the combination of letters in this alphabet book was difficult for medical work. I said that in this way it is necessary to make a complete change in the old Islamic alphabet, that is, the letters of the Islamic alphabet are also the ones of the Europeans. should be based on the letters in their writings and the writing should be written from left to right, the dots should be discarded completely, and the images of the letters should be selected from the Latin alphabet and the voiced letters should be written completely next to the silent letters. In summary, the syllabic alphabet should be converted into the alphabetic alphabet. The scholars and ministers of Istanbul should have been relevant in accepting this idea and living in Istanbul Iranian Ambassador Huseyn Khan's enmity towards me also strengthened the irrelevance of the Ottomans. In summary, I returned from Istanbul without achieving my goal. However, even though my dream of changing the former Islamic alphabet was not accepted in the Ottoman state, they gave me the Majidiyya badge with a decree of appropriation to change the alphabet. While I was in Istanbul, I saw a lot of bitterness from Mirza Huseyn Khan that it would be a headache to mention them all here. This man was formerly the consul of his country in Tiflis. He has a strong hatred for me. However, I did not know about his enmity and thinking that he was my friend, I stayed in his house. In the end, his enmity appeared, and he branded me the villain of the Islamic religion and state in front of all the Ottoman viziers. As it is known, the reason for his enmity towards me is that my plays satirize the ugly morals and customs of Iranians in terms of drama. Since this person does not understand the subject of drama and its conditions, is completely useless in world sciences, and has no other abilities than cunning, avarice, anger, and greed, he thought that this action was my hatred against Iranians. After understanding his enmity, I left his house and rented an apartment elsewhere.” (Mahmudov, Y. 2004, p.29)*

The alphabet plays an important role in the life of every nation, and in the formation of its writing culture. Currently, more than 350 different alphabets are used in the world. The word alphabet is derived from the Arabic language and means the name of the first letters of the

Arabic alphabet (alif, bey). This is also the case in many other languages: in Russian, "azbuka" means the first two letters of the Cyrillic alphabet (az, buki), and in several European languages, "alphabet" means the first two letters of the Greek alphabet (alpha, beta).

Our Sumerian-Turk ancestors first gave the world the spiritual gift called the alphabet. Since the Azerbaijani people are included in the group of Turkic-speaking peoples, they have benefited from the stages of the alphabet that they passed. Three stages of writing created and developed by our ancestors using the arrow and bow, which are symbols of chivalry, can be noted, which covers a period of about 5 thousand years (2015).

The first stage of writing culture is the cuneiform or cuneiform stage. At this stage, writing consisted of arrows or cuneiform signs. There is a time gap of 6-7 thousand years between this writing culture and us, and they used that writing for about 3-4 thousand years. "Bilgamish" ("The All-Knowing Man"), "Enmerkar and Hökmdar Aratti", and "Lugalbanda" created inscriptions related to Sumerian-Turkish science, medicine, and culture.

### **1.1.2 Language Policy of the Soviet Union Against Azerbaijan**

Of course, as in all other fields, pure trends do not exist in sociolinguistic research, and several motives may be present in each study. At the same time, unlike general linguistic research, the object of sociolinguistic research is not only language but also fundamentally related to human and social factors, so the existence of impartial or neutral sociolinguistic research is almost impossible. Therefore, in each case, especially in studies involving the three last trends we mentioned, one or the other motive is bound to be dominant.

The theoretical-academic trend was aimed at developing the problem of language policy as a field of sociolinguistics, investigating its theoretical foundations, studying its object, and determining its goals and objectives. This tendency was the basis of language policy research until 1960-1980. In theoretical-academic studies, analyzes were mainly conducted using observation, description, and comparison methods. These studies focused mainly on the close monitoring of models and processes of language policy and planning. David Crystal's 1987 mention of the descriptive nature of language policy studies indicates that the theoretical-academic trend was the leading direction in the late 1980s.

Even based on the description, scholars tried to define the theoretical framework of language policy (planning) in the late 1960s, but this attempt will later form the topic of a whole conference 'Can languages be planned?' raised the question. Of course, the fact that the theoretical-academic tendency was the leading direction in those years was also related to the fact that the field of language policy found a new development in those years: the issues

analyzed through description would later lead to the formation of positions such as social activism and linguistic ethics among linguists. Already in the descriptive studies of language policy models in the early periods, such as 'manipulation of languages', 'language myths', and 'the role of individuals in language policy decisions', etc. such reformist secrets found their way.

In the early days when our country was a part of the former Soviet Union, due to the requirements of the known ideology of the Soviet government and the existing socio-political structure, the necessary conditions and opportunities were not created for the Azerbaijani language to function at the level of the state language. However, it would be at least unfair to deny the implementation of a number of important measures related to the development of our national literary language and linguistic science in Azerbaijan during that period.

The great son of our people, the great leader Heydar Aliyev, from the beginning of the leadership of the Republic of Azerbaijan at the end of the 60s of the last century (1969), showed great care and attention to his mother tongue. In 1970, the 50th anniversary of the Azerbaijan State University was held in Baku, and Heydar Aliyev broke the existing rules and traditions and spoke in his native language, not in Russian. With this bold step, the first person of the republic won the great sympathy of our national intellectuals, gave them great support, gave them enthusiasm, as they say, allowed them to spread their wings. At the same time, Heydar Aliyev participated in the congress of the Azerbaijan Writers' Union and impressed the event participants with his speech in his native language (2016).

Not content with this, the great leader also received a group of well-known poets and writers of the republic and touched on the issue of the mother tongue in his sincere conversations with them and encouraged practical measures to be taken in this direction. Among those measures, it is necessary to mention the inclusion of a separate article on the Azerbaijani language as the state language in the Constitution of the Azerbaijan SSR in 1978 with the great leader's personal initiative and determination, unwavering will and serious efforts. In the former Soviet Union, where the totalitarian regime ruled, where strict Russian nationalism and chauvinism prevailed, it was not easy to set such a serious issue and achieve it.

It should also be noted that as a result of the visionary, purposeful and successful language policy implemented by the great leader, a number of valuable scientific research works related to the study of the Azerbaijani language from various aspects were carried out in the 70s of the last century. As a result of all this, in 1974, the four-volume "Modern Azerbaijani language" textbook prepared for higher schools was awarded the Republic State Prize, thereby creating ample opportunities for the further development of linguistics in the country. At the same time, the successful language policy, which was part of the state-building strategy developed and

implemented by Heydar Aliyev, bore another fruit: Azerbaijan was recognized as one of the centers of Turkology in the former Soviet space and at the same time in the world of international science. Thus, in the 70s of the last century, the magazine "Sovetskaya Türkologiya", which is the only scientific organ of the USSR Academy of Sciences for the study of Turkic languages, began to be published in Baku (2015).

Radical changes in the field of functional development of the Azerbaijani language were achieved only after the declaration of Azerbaijan's state independence on May 28, 1918. This event marked the beginning of a new stage in the functional development of the Azerbaijani language. Thus, the implementation of nationalization in the field of language was one of the priority areas of the national government's activities in this period.

The main essence of the policy of nationalization in the field of language was the restoration of the lost positions of the Azerbaijani language during the colonial period and the gradual removal of the former metropolitan language from the main areas of society. The first step in this area was the creation of the relevant legal framework. On June 27, 1918, by the decision of the national government, for the first time in the new and most recent era, the status of the state language was given to the Azerbaijani language, and official work in state bodies began to be conducted in this language. On August 28, 1918, a decision was made on the nationalization of educational institutions in the country in order to train national personnel educated in the Azerbaijani language.

The establishment of higher education institutions operating in the Azerbaijani language and taking the first steps to reform the Azerbaijani alphabet are among the main achievements of the period of independence in 1918-1920. From this point of view, the period of 1918-1920 can be considered a turning point in the functional development of the Azerbaijani language in the last two hundred years.

The occupation of Azerbaijan raised great hopes among the communists. The establishment of Soviet power in the country was a very important step for the spread of communism in the Middle East, "a torch of revolution for Iran, Arab countries and Turkey." The communists, who easily gained power, first of all tried to expel the Muslim clerics who did not support the establishment of Soviet power in Azerbaijan from "Mashikhafi". Having achieved their wish, in early May 1920, they generally left this body of clergy. The mentioned institution was subordinated to the Central Spiritual Administration, which was established in July 1917 and is located in the city of Ufa.

Thus, the processes that took place in this field in the later decades of the 20th century were a manifestation of the considerable development and deepening of the trends founded in

1918-1920. The Bolsheviks, who seized power in April 1920, were forced to create minimum conditions for the development of national languages in order to ensure the loyalty of non-Russian peoples to the Soviet government. This was also required by the need to strengthen the Bolshevik power in the national regions. For this purpose, on March 29, 1921, the chairman of the Azerbaijan Revolutionary Committee, N. Narimanov, signed an order on the organization of the introduction of clerical work in the Turkish language in the administrations of the Azerbaijan SSR.

On June 27, 1923, by the decree of the Central Executive Committee of Azerbaijan, the Turkish language was declared the state language of the Azerbaijan SSR. All these state documents were more of a political declaration than a legal norm.

So, as in the entire territory of the USSR, the state language in Azerbaijan was de facto Russian. Nevertheless, even the limited opportunities created for national languages encouraged the functional development of the Azerbaijani language in the field of education, press and book printing in the 20s and 30s of the 20th century. For example, out of 638,427 students studying in primary and secondary schools of Azerbaijan in 1939/40 school year, 68.6% studied in Azerbaijani, 18.9% in Russian, 12.1% in Armenian and 0.4% in Georgian. In 1939, 81 newspapers were published in the Azerbaijani language, 46 in Russian, and 9 in other languages. In that year, 55.7% of the total circulation of newspapers published in the republic was in Azerbaijani, 33.7% in Russian, and 10.6% in other languages (2015).

7 languages are particularly different in terms of their use within the EU. Thus, German is spoken by 18% of all citizens of the EU, French by 13%, English by 12%, Italian by 12%, Spanish by 9 %, Polish is the mother tongue of 9%, and Dutch is the mother tongue of 5%. When it comes to the most used foreign languages, these numbers vary considerably. Thus, 51% of EU citizens speak English, 32% speak German, 26% speak French, 16% speak Italian, 15% speak Spanish, 10% speak Polish, 7% - use Russian, and 5% use Dutch as a second or foreign language [3, p. 39]. As can be seen from these figures, German is the most spoken mother tongue in the whole EU, and English is the most spoken foreign language. Luxembourg, the Netherlands, Denmark, Malta, Sweden, Slovenia, Belgium and Finland are the EU countries with the most foreign language skills. It is used more than English in Malta, Sweden, Denmark, and the Netherlands. The largest EU countries are classified by English proficiency as follows: Germany 44%, France 32%, Italy 28%, Poland 22%, Spain 18%. The countries with the least foreign language skills are Great Britain, Ireland and Greece.

In general, it should be noted that one of the main goals of the language policy of the EU is to increase the tolerance of states in the language field. For example: in the field of

language, there are two laws in France. One of them is called "Ordonnance de Villers-Cotterets" and the other is called "Loi Toubon". The first of these laws states that any document written in France must be translated into French. Another law allows anglicism in official documents. There are also a number of controversies in the language policy of the EU. These debates are about which languages are used as means of communication in the Union. There are 3 parties in disputes. The first of them suggests that documents use one official language. For example: English, German, French, etc. The second party offers the development of all these languages, plus a language that is relevant to the topic. A third party offers to handle all official languages, provided that English, French and German are kept as intermediate languages.

But one of the scientists who has a special place in the development of theoretical linguistics in Azerbaijan, perhaps the first, is A. Rajabli. Because his works related to the history of linguistics and the theory of linguistics are the most valuable and irreplaceable works related to the study of linguistics in Azerbaijan. A. Rajabli has conducted serious research on language theory. In 1988, his book "History of Linguistics" was published. The book traces the history of world linguistics from the end of the fourth millennium BC to our era. At the beginning of the book, the author notes that there is brief information about the history of linguistics in the Azerbaijani language in A. Gurbanov's "History of Linguistics" (1976) and A. Akhundov's "General Linguistics" textbook (1979) and that there are no works on this topic. The author describes the origin of linguistics, its stages, history, emergence of various schools and trends, etc. since there are no textbooks related to linguistic problems, in order to eliminate this gap, he emphasizes that the book aims to create an idea about linguistic problems, the emergence and development of linguistics. In the book "History of Linguistics", linguistics is traced from ancient times to Soviet linguistics. In the book, the emergence of linguistics, ancient Indian, Chinese, Greek, Roman, medieval European linguistics, Arabic linguistics, Renaissance linguistics, philosophical problems of language, theories about the origin of language, the emergence of a historical and comparative view of language, the discovery of the comparative-historical method, the kinship of languages the diversity of views on the principles of proof, the emergence of general linguistics in the person of Humboldt, various trends and schools in linguistics, as well as the modern level of development of Soviet and Azerbaijani Soviet linguistics, etc. issues are covered. In the book, all these issues are given in 13 chapters.

In the introductory part of the book, the author gave different views of A. Gurbanov, V. I. Kodukhov, Y. V. Loyan, T. A. Amirova, B. A. Olkhovikov and Y. V. Rozhdestvensky regarding the periodization of the history of linguistics and noted that the last division is more detailed. A. Rajabli in his book "History of Linguistics" gave the periodization as follows:

linguistics of the ancient period, linguistics in the Middle Ages, linguistics of the renaissance period and XVII-XVIII centuries, linguistics of the XIX century, the period of the emergence of various linguistic schools and trends in the XXth century, modern linguistics, Soviet linguistics. The author notes at the beginning of the book that although he presented the development of linguistics in chronological order, he violated this order in some places. The reason for this is that the representatives of a linguistic school or trend that arose later in chronological terms were engaged in creativity before the representatives of another linguistic school or trend that started working earlier in chronological terms. There are linguists in the book whose activities the author has given in several chapters. The reason for this was their activity in several fields of linguistics. Examples of such linguists are A. Shlaykher and B. I. Buslayevi (24, 4). The last XIII chapter of the book is dedicated to Azerbaijani Soviet linguistics. A. Rajabli's "History of Linguistics" book was republished in 2006 in a wider, comprehensive and improved form in 2 volumes (Azizova, P. 2015).

### **1.1.3 Language Policy of the Independence Era**

M.F. Akhundzade's struggle for the alphabet shows its influence on Azerbaijani intellectuals. Thus, in 1898, an article titled "Arabic alphabet and its shortcomings" written by the well-known researcher-scientist, literary critic, and pedagogue Firudin Bey Kocherli was published in the press. Jalil Mammadguluzade, a prominent writer, journalist, public figure, educator, and editor of "Molla Nasreddin" (1906-1931) magazine, expressed his views on Arabic script and alphabet reforms: "It is important to replace these hieroglyphs with the Latin alphabet."

During the Azerbaijan Democratic Republic, there was also an idea to change the alphabet, but the newly formed government was only able to do it for 23 months. In Azerbaijan, the transition to the Latin alphabet became possible only after 1920. On November 11, 1920, a commission on the reform of the Arabic alphabet was established under the Public Education Commissariat. However, as the work of this commission did not justify itself, the "New Turkish Alphabet" committee was created in 1922 under the leadership of Samedaga Agamali only under the Central Executive Committee of Azerbaijan, and this committee presented the project of the new alphabet based on Latin script to the government. The first historical document was the circular Order published by the Ministry of Interior of Azerbaijan on June 21, 1922. By the decree, it was conveyed to the state enterprises that all the administrative employees should be familiar with the new alphabet and should accept the letters and applications in the new alphabet along with the old alphabet.

On October 20, 1923, for the first time in Azerbaijan, "The appointment of the new Turkish alphabet as the government alphabet" Decree was issued by the Ministry of Internal Affairs and Communications of Azerbaijan. The decree stated that, along with the used Arabic alphabet, the Turkish alphabet with the new Latin script should be considered an important government alphabet. The IV All-Azerbaijan Congress of Soviets held in 1925 approved all the measures implemented by the government and laid the foundation for the transition to the new alphabet with its decrees. The resolution of the congress said that in the 1925/26 academic year, classes in the 1st grades of all first-class schools should be conducted with the new alphabet; Organize new alphabet learning courses for all government employees; Illiteracy among the elderly should be eliminated with a new alphabet, etc. By the decision of the board of the People's Education Commissariat dated April 5, 1925, all district Public Education Departments and Baku City Education Department were instructed to learn the new alphabet before the beginning of the academic year.

The recommendations given by the First All-Union Turkological Congress held in Baku in 1926 played an exceptional role in the transition to a completely Latin alphabet in Azerbaijan.

In an article published on the occasion of the 6th anniversary of the new alphabet in Azerbaijan in the "Yeni Yol" newspaper, dated July 23, 1928, number 169 (1184), it is noted that the transition from the Arabic alphabet to the Latin script was highly appreciated by the leadership and called "a great revolution in the East".

In 1928, AK(b)P and XMK adopted a decision "On the importance of switching to the new Turkish alphabet". The decision stated that from January 1, 1929, all enterprises, publishing houses, and printing houses should switch to a completely new alphabet. Thus, from that date, the Latin alphabet was widely used in Azerbaijan. The Latin alphabet combined with the sound structure of the Azerbaijani language, allowing for the simplification of spelling rules, created a very favorable ground for the abolition of illiteracy among the masses in Azerbaijan in a short period.

10 years later, the Latin alphabet of Azerbaijan has changed again. On the instructions of the central government, the Supreme Soviet of the Azerbaijan SSR adopted on July 11, 1939, the Law "On Transferring the Azerbaijani script from the Latin alphabet to the Russian alphabet", starting from January 1, 1940, the Azerbaijani script was transferred from the Latin alphabet to the Russian alphabet. In 1858 the Russian alphabet was reformed several times, the letter (y) was replaced by the letter (j), and the letters э, ю, and я, which are not typical for the Azerbaijani language, were removed from the alphabet.

Since 1990, initiatives regarding the transition to the Latin script alphabet have been put forward in Azerbaijan, and academician Afad Gurbanov was the first expert to justify the necessity of switching to this alphabet with scientific facts. The new alphabet project compiled by the Azerbaijan Alphabet Commission, which was created under his chairmanship on August 1, 1990, was adopted only after Azerbaijan gained independence.

On December 25, 1991, the Law "On the restoration of the Latin script alphabet" was approved. From September 1, 1992, children going to the first grade started lessons with the Latin script alphabet, and the transition to the new alphabet was gradually implemented in Azerbaijan.

After our country regained its state independence in 1991, the Azerbaijani language entered a new stage of its development, as one of the main symbols of national statehood, it literally gained the status of the state language. It was at this stage that greater opportunities arose for the further development and enrichment of the mother tongue, which is an important attribute of national statehood, and for its extensive and comprehensive research at the level of modern scientific requirements, wide horizons were opened in this direction, and a number of important and significant works were initially signed. In this matter, the titanic activity and incomparable historical services of Heydar Aliyev, the national leader of the Azerbaijani people, the founder of the independent state of Azerbaijan, a wonderful connoisseur and caretaker of our mother tongue, and a skilled orator, played an important and decisive role. Thus, when the great leader came to the country for the second time to lead the country, the Constitution of the independent Republic of Azerbaijan, adopted by referendum on November 12, 1995, established the Azerbaijani language as the official state language and received the status of the state language. Starting from this historical event, the language policy in the Republic of Azerbaijan was formed unambiguously and maturely, the work of applying the mother tongue as the state language was developed on solid and stable rules and fundamental foundations (2015).

The purposeful language policy conducted by the great leader is closely related to the national state building policy, the concept of Azerbaijaniism and is an organic component of it. It should also be noted that a separate article called "State language" was included in the basic law - Constitution of the Republic of Azerbaijan, developed under the leadership of Heydar Aliyev and adopted by popular vote on November 12, 1995.

In the years of independence, the language policy of the great leader Heydar Aliyev has always been the leader in the issues of purposeful and future-oriented state building. The national leader, who loves his mother tongue from the heart and is proud of speaking in this

language, has successfully used the colorful means of expression of our language and idioms from the vernacular in his unique speeches and speeches with deep content. In his many opinions about the mother tongue, the great leader also highlighted the issue of the language's direct connection to Azerbaijaniness, and specially emphasized: "It is the mother tongue that preserves the nation's nationality. Undoubtedly, music, literature, and individual historical monuments also confirm the nation's nationality. But the first thing that confirms the nation's nationality is its language. If Azerbaijan is not a language, there will be no songs and music in the Azerbaijani language. All of these are interconnected. The survival, strengthening and development of the Azerbaijani language as the state language is one of our greatest achievements. This is not only It's not a language issue, it's also an Azerbaijaniness issue."

The great leader Heydar Aliyev has always focused on the historical past of our mother tongue, as well as the current situation and current problems, and initially signed a number of important measures in this direction. Among those measures, the Decree dated June 18, 2001 "On improving the implementation of the state language" has a special place. First of all, this historic decree, which is of exceptional importance in terms of defining, forming and strengthening the language policy of the independent state of Azerbaijan, contains comprehensive and extensive information about the state language.

Thus, the Decree clarifies a number of delicate and sensitive points related to the history of our language, as well as provides a concise analysis of its development paths and stages. The decree also mentions the creation of favorable conditions for the wide-scale application and comprehensive development of the Azerbaijani language, which has received the status of the official language of our independent state, and for this purpose, the implementation of a number of important measures was set as a task. The decree emphasized that there are close and unbreakable ties between the history of the Azerbaijani language and the history of our nation, and the connection of the language policy with Azerbaijaniism was noted.

In this historical Decree, which is the work of a national leader, two main ideas were at the center of the language policy of the independent state of Azerbaijan. First, the protection of the Azerbaijani language as the state language, and secondly, the creation of all kinds of opportunities and conditions for the development of this language at the level of the state language. The provisions and ideas put forward in the decree mainly include global issues such as the protection of the Azerbaijani language as a state language, its wide application, development and development in various fields, and they show specific ways to achieve the goals and tasks arising from them, and determine the directions.

Emphasizing pragmatic points in language policy can play an important role in the stable development of developing countries. It is in the interest of countries to find such pragmatic points in language policy, provided that national values are not sacrificed and ethnic characteristics are not assimilated, as well as the special characteristics of the language are expected. Here we are mainly talking about infrastructure planning, which is one of the important aspects of language policy. Transnational companies operating in developing countries often have to deal with the culture, language, etc. of that country. They include the issues of dating in their strategic plans. Social interactivity, respect for local people's language and culture, and intercultural competence are important conditions for companies to advance their business.

Abulfaz Rajabli is one of the researchers who filled the gap in the field of linguistics in Azerbaijan to a great extent. In his work "History of Linguistics", he tried to summarize the path of history from the earliest times to the present day. Ancient linguistics includes Indian linguistics, Greco-Roman linguistics, and Chinese linguistics. Abulfaz Rajabli also followed this path, correctly defined the scope of Indian linguistics, Greco-Roman linguistics, and Chinese linguistics, and tried to interpret them in detail in his work. The professor correctly identified the impact of Indian linguistics on the development of world linguistics, as well as on the linguistics of China, Mesopotamia, and later on Arab linguistics, and its role in the formation of linguistics in those countries. In fact, linguistics as a science was formed in India and had a strong influence on the development of linguistics in European countries. The author notes that in later times European linguistics was formed on the basis of the traditions of Indian linguistics. He notes that the influence of Indian linguistics on European linguistics can be seen in the fact that European linguists have long accepted Sanskrit as the parent language for Indo-European languages.

Taking the science of linguistics as a part of philology is related to Alexandrian linguistics. A. Rajabli paid special attention to Arabic linguistics in his work "History of Linguistics" and correctly defined the schools of Arabic linguistics and their scope. A. Rajabli notes that because Arabic linguistics benefits from both Indian and Greek linguistics, sometimes researchers deny its original nature. But the author points out that this is not correct. "Arabic linguists have shown themselves to be the best and most talented students. They adopted the rational seeds of both Indian and Greek linguistics and created a school of linguistics with its own specific characteristics". The author points out that Arabic linguistics, like Indian and Greek linguistics, has outstanding services in the further development of linguistic science, and that Arabic linguistics constitutes one of the interesting pages in the

history of general linguistics. In the studies of Abulfaz Rajabli, the linguistics of the Renaissance period and the 17th-18th centuries were studied in a wide and comprehensive way. The main features of Renaissance linguistics were the creation of new national literary languages, the writing of national grammars and the liberation of linguistics from the scholasticism of the Latin language, the study of many languages, the expansion of the scope of linguistics, the preparation of explanatory dictionaries, and the creation of a base for the further development of linguistics. In the 17<sup>th</sup> and 18<sup>th</sup> centuries, linguistics also began to develop in its theoretical aspect. In this period, a sharp turn occurs in the theory of linguistics. If the grammars written before the 17<sup>th</sup> century were either philosophical or descriptive in nature, theoretical grammars began to emerge from the 17<sup>th</sup> century. The first such grammar was published in 1660 in the monastery of Por-Royal near Paris, "A general rational grammar, containing the essentials of the art of speech, expressed in plain and simple language, the logical foundations of the common and principal differences between all languages, as well as new notes on the French language." is a work. The work is called "Por-Royal Grammar" according to the name of the place where it was written.

About rational grammar, A. Rajabli is of the opinion that rational grammar should be taken as a special stage in the development of linguistics. "Por-Royal grammar" opened a new historical period in the development of language theory, helped to form linguistics as an independent science" (Mahmudov, Y. 2004). With "Por-Royal grammar" the foundation of general linguistics is laid. Prof. A. Rajabli evaluates the publication of the work "Por-Royal grammar" as the formation of a new concept of linguistics, which includes all intersecting fields - grammar, philology, dictionary and linguoethnographic activity, logic, philosophy. "The publication of this grammar was an initiative to scientifically understand the structure and activity of natural language, which is reflected in the diversity of world languages" (Mahmudov, Y. 2004). There is an opinion in linguistics that the history of general linguistics should be started from this work. The work also provides information about rationalism, the main philosophical trend of the Renaissance, and sensualism trends that emerged in the 18th century and their representatives. A. Rajabli also touches on the problem of creating an artificial international language in connection with the creation of the philosophy of rationalism. He notes that earlier this problem had a purely philosophical nature, serving the idea of creating a common rational grammar, but now this problem has a purely practical significance.

Professor Abulfaz Rajabli notes that the comparative study of languages began in the 11th century with the work "Divani lughat-it-turk" dedicated to the comparative study of Turkic languages by the prominent Turkic linguist Mahmud Kashgarli in 1073-1074. However, since

this work was not published, it did not attract the attention of the scientific world. In later times, the study of ancient Indian Sanskrit by linguists laid the foundation for the emergence of comparative grammar. The 19<sup>th</sup> century is taken as a separate stage in A. Rajabli's research. The book provides information on the emergence of the comparative-historical method, its founders, F. Bopp, R. Rask, Y. Grimm, the development of the comparative-historical method in Russia in the middle of the 19th century, and clarified the research methods of the comparative-historical method. In the middle of the 19th century, A. Schleicherin, I. The development of comparative-historical linguistics was studied in the person of Schmidt and others. Also, aspects related to comparative-historical linguistics of the Moscow and Kazan linguistic schools existing in Russia are defined.

At the same time, A. Rajabli clarified the linguistic views of A. Schleicher, a prominent researcher of comparative-historical linguistics. In the book, the author's views on the researches of the prominent American linguist U.D. Whitney are also interesting. A. Rajabli points out that although in the literature of linguistics the sign nature of language is connected with the name of F. de Saussure, the thesis of language signification forms the basis of Whitney's linguistic theory. Later, Whitney further develops his idea that the relationship between the thing and its name is conditional rather than necessary, that is, the name is given to the thing arbitrarily and conditionally. Analyzing Whitney's consensus meetings, A. Rajabli notes that his services in the field of consensus have been unfairly forgotten. The author has shown here that some linguistic issues related to Saussure's name were studied by Whitney before him. In fact, as a representative of general linguistics, Whitney's name should be mentioned in a row with the German linguist V. Humboldt and the Swiss linguist F. de Saussure.

The author investigated the linguistic teaching of the 19<sup>th</sup> century American linguist William Dwight Whitney, and emphasized that after V. Humboldt, his linguistic views and the theory he created about language were weakened. The linguist noted that Whitney's theory of universal linguistics was a continuation of Humboldt's linguistic views, on the one hand, it turned against the naturalistic views of Schleicher and Müller, and on the other hand, against the atomism and empiricism of young grammarians (Coyne,G. 2015).

"Recent studies show that language is not a product of thought, but thought is a product of language; In relation to language, thinking is not primary, on the contrary, language is primary, and thinking is derivative" (Huseynov, F. 1979). Later in the work, information was given about the school of young grammarians. The author clarified why linguistics was dominated by young grammarians for about 50 years, and explained the essence of the

innovations they brought to linguistics. Abulfaz Rajabli considers the movement of young grammarians in linguistics to be a historical necessity. At the same time, the author focused on the mistakes of young grammarians and noted that several schools of linguistics were born at the beginning of the 20th century precisely on the basis of this debate.

### **1.3 Prevailing Tendencies in Language Policy Research**

#### **1.1.1 The orientation shaped within the framework of monolingual society ideas**

Although it is possible to trace the historical origin of dictionaries to the centuries before Christ, in the tradition of the Eurocentric academy, which forms the basis of modern lexicography, towards the end of the 16<sup>th</sup> century, a tendency to make dictionaries of languages and other than Latin and Greek emerged. The idea of making dictionaries of living languages first sprouted in Tuscany, and gradually spread throughout Europe in the 17<sup>th</sup> and 18<sup>th</sup> centuries. The vocabulary of sophisticated dictionaries monopolized by academies generally included words frequently used by people belonging to the middle and upper classes.

Some dictionaries that list the words from the folk dialects were criticized by the followers of this tradition and it was argued that the words used by the people should not be included in the dictionaries; even the idea that “it should be an honor for a word to find a place in the dictionary” dominated the lexicography tradition of the period. Although dictionaries can reflect the changes in society, they mostly reflected the position of the elites who have a say in society, as in the sophisticated dictionaries. This type of dictionary, which display normative features intending to create a prestige language, has not been able to fully reflect everyday language. This sophisticated attitude towards dictionaries has taken dictionaries beyond being simple word lists and has also given them a social feature.

In summary, the European-centered academic dictionary tradition has made the intersection between lexicography and sociolinguistics visible, with its filtering of words belonging to certain social strata. The normative identity of the academic tradition has made visible the intersection between lexicology and language policies, as well as the sociolinguistic intersection that became active with the provision of which social class words should be included in dictionaries. Based on the assumption that dictionaries also reflect society, it is possible to say that beyond being the main source of reference, countries also play an important role in language planning and national identity construction.

In addition to the limitation of dictionaries to the middle and upper layers, some standardization examples in the academic tradition led to the development of language planning

and language policy-oriented lexicography. The French Academy of the period used dictionaries as a tool to make French accepted as the language of diplomacy and culture of the world.

Contrary to the lexicography tradition, which was shaped by normative and political purposes in the past, the view that dictionaries should be descriptive rather than prescriptive has been accepted in the modern lexicography tradition. However, similar to the dictionaries of the academic tradition, today's dictionaries -even though corpus and computer-based dictionary construction techniques are used- may still be insufficient to represent excluded or marginalized groups in society by going beyond being descriptive. Grenon Nyenhuis states that even the lexicographers who seem neutral today are not included in the dictionary as per item as a result of the filtering process for an ideological purpose. In this context, it is possible to say that dictionaries still reflect a certain linguistic norm today. From this point of view, even dictionaries that are described as universal can appear as dictionaries that marginalize other languages.

Dictionaries, which can be described as representatives of national identity, have played an important role in the language policies of states. Although dictionary making, which is an important stage of language planning, has gained political importance with the rise of nationalism, the connection between nationalism and lexicography is often not mentioned in the lexicographic literature. Although lexicography does not directly deal with language policies in terms of its scope, dictionaries have played an important role in the construction of these policies in the historical process. For example, Webster, the dictionary of American English, is not only lexicographically important in American history.

Webster has also been an important dictionary with his nationalist reforms. By redefining English within the borders of America, Webster created the American nation by taking the national language of America beyond the borders of England. Similarly, the intersection of dictionary and language policies has been decisive in the transformation of local languages spoken in Europe into modern national languages simultaneously with the rise of nation states. Apart from monolingual dictionaries that built national identity, bilingual dictionaries also played an important role in the language policies of countries.

Bilingual dictionaries, especially of African indigenous languages, were compiled for missionary or colonial purposes; In fact, a South African-based lexicography tradition was created -with English literature- in order to serve evangelical activities, and the promotion of multilingualism with the compilation of African indigenous languages led to the emergence of a new language policy shaped by lexicography in the region.

The literary language of Azerbaijan was formed based on the national language of Azerbaijan and as a result of rather complex ethnolinguistic processes. There are often mutually exclusive opinions about this. However, since the mid-1980s, certain general conclusions regarding the origin of the Azerbaijani people and the Azerbaijani language have been formed and form the basis of national historical-philological thinking. The Azerbaijani language, as it is known, belongs to the group of Turkic languages widely distributed in Eurasia since ancient times. There is no doubt that the creation, development, and reorganization of the Azerbaijani language on national grounds is a part of the general history of the Turkic languages, the history of the Azerbaijani language or any of the Turkic languages does not deny the common genealogical history of the Turkic languages in any period or stage.

Literary language does not coincide with the same period as its history, it manifests itself at a certain stage of language development. The formation and spread of the Turkish language (as well as other languages) are closely related to ethnic processes because the language reflects the "creative" experience of a certain ethnic group or different related ethnic groups. After separating from the Proto-Turkic language, the Turkic languages, in fact, initially had their dialects, spread to different regions, and after passing the pan-Turkic stage, it marked the beginning of the emergence of separate related languages. Researchers call the stage of the common Turkic language, or the stage after it, the period of the proto-Turkic language. The study of information about the territory of Azerbaijan from foreign sources, including cuneiform inscriptions, has determined that several places and personal names belong to the Proto-Turkic or Proto-Azerbaijani language.

When examining the piles of books that illuminate the history of the Ancient East and Azerbaijan in particular, you inevitably conclude that historians, especially historians of the 20th century, did not build the building of Eastern history from facts, but from the people who ruled over them at that time. Keeping artificial legends about the past of large areas of Eurasia with special care and Soviet historians made a special effort to spread them; Compared to their Western European counterparts, they were more covered by the politicization of the past.

V. Rzayev, who wrote these words about those who falsified the history of the Turkish, including the Azerbaijani people, continues: The history of the Turks reached the present generation in a blackened form with the efforts of Indologists, Turkish oral folk creativity and Turkish epic were erased from the history of the Turkic peoples.

For a long time, prominent representatives of Azerbaijani linguistics refrained from investigating the issue of the origin of the Azerbaijani literary language (the Azerbaijani language in general) and were satisfied with accepting the instructions of the ruling ideology.

In the best case, they tried to find the "elements" of the local language in the Turkic-system Azerbaijani language, thereby showing that the ethnos of that language has a more complex ethnic structure than imagined. This position was strong from the 1930s to the 1950s and continued in the later period, especially in historiography. There are facts and observations about the settlement of the Turkish ethnos in Azerbaijan from the earliest times. Prof. who consistently deals with the problem of the ethnogenesis of the Azerbaijani people. Y. Yusifov writes: "B.C. At the beginning of the 1st millennium, new Iranian ethnolinguistic elements appeared in the territory of Azerbaijan, especially in its South, but they could not make any changes in the local aboriginal ethnolinguistic array. The future language and ethnic face of the Azerbaijani population were determined by other ethnic groups. According to the testimony of written sources, those lived with Azerbaijan in BC. They were inhabited since the first half of the 1st millennium. It was the Turkic-speaking tribes who mixed with the local ancient ethnic group, changed the language of the Azerbaijani population, and laid the foundation for the creation of the Azerbaijani people and language." Y. Yusifov concludes that "the formation of the national Azerbaijani language took place in the III-VII centuries based on the dialects of those Turkic languages whose speakers had already mastered the territory of Azerbaijan and Transcaucasia as a whole. Therefore, some phonetic features of the Azerbaijani language, unlike other Turkic languages, were determined in the III-VII centuries of our era. In the early Middle Ages, the mutual influence between related Turkic languages took place on the territory of Azerbaijan, and the Oghuz-based ancient Azerbaijani language was formed... it can be concluded that the emergence of the Azerbaijani language dates back to the VII-VIII centuries of our era.

In the view of the researchers (including Prof. Y. Yusifov) who talk about the ancient ethnolinguistic processes and the formation of the Azerbaijani language of Turkic origin in Azerbaijan, methodologically, two sides (stages) attract attention: the first of them is the historical position of the Turkic ethnos in the territory of Azerbaijan, and the second is Azerbaijan. It is related to the process of formation of the people and the national Azerbaijani language. This kind of "membership" of the issue is mostly due to the complexity of its history... For a long time, it was thought that the Turkic ethnos gained dominance in the territory of Azerbaijan only after the 9<sup>th</sup>-11<sup>th</sup> centuries, and in the 11<sup>th</sup>-12<sup>th</sup> centuries, the national Azerbaijani language of Turkish origin was formed. However, later studies (in fact, partially earlier studies) showed that the Turks had existed in this area since ancient times.

The author noted that comparative-historical linguistics has a special role in the development of applied fields of linguistics during the period of young grammarians, and that

the materials they collected on language stimulated the creation of new fields of linguistics. The professor also notes that although young grammarians bring many innovations to science, some of their provisions and general position are flawed. In the 19<sup>th</sup> century, these shortcomings of young grammarians were criticized by linguists.

The author then investigated a number of schools and movements that criticized the theoretical propositions of young grammarians in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, and studied the work done by representatives of this school in the field of linguistics. In his work "History of Linguistics", Abulfaz Rajabli focused extensively on F.dö Sössür's work entitled "General Course of Linguistics" published in 1916, and tried to determine the role of Sössür's work in the history of linguistics. F. Sössur's "General Linguistics Course" was published by Sh.Bally and A.Seşe based on his lectures. This work of Sössür has a special role in the development of linguistics. Abulfaz Rajabli dedicated chapter X of the first volume of the book to F. de Sousseur. Here, he tried to determine the essence of Saussure's concepts, his separation of language and speech, his confrontation of synchrony and diachrony in the system of linguistic meetings, the division of linguistics into internal and external linguistics, and the mutual influence of syntagmatic and associative relations in linguistics.

Abulfaz Rajabli also paid attention to the issues of modern linguistics. The issues of modern linguistics were not left out of his attention. In the work "History of Linguistics", the author also provided information about contemporary trends in linguistics - ethnolinguistics, neo-Humboldtism, typological linguistics, linguistics of universals, and trends in modern comparative-historical linguistics.

### **1.1.2 The direction shaped around the idea of social and economic welfare**

In the middle of the 19<sup>th</sup> century, when the struggle for the idea of establishing mother-tongue schools in Azerbaijan became widespread, prominent representatives of the new national enlightenment movement A. Bakikhanov, M.F. Akhundov, H. Zardabi, M. Sh. Vazeh, Mirza Kazim bey, I. Gutgashinli and others expanded the network of such educational institutions. , they made great efforts to increase the number of Azerbaijani children studying there. The opening of public schools in Transcaucasia and the teaching of the Azerbaijani language created a favorable basis for the development and strengthening of pedagogical relations between other nations. From Fuzuli to Akhundov, from Seyid Azim to Samad Vurgun, from Mirza Jalil to Jafar Jabbarli, the issue of the mother tongue, its development, protection, development, and competition with the languages of the nearby regions have been of fundamental importance for all our classics. At one time, intellectuals such as Baku millionaire

Haji Zeynalabdin Taghiyev, Hasan Bey Zardabi, Nariman Narimanov, Jalil Mammadguluzade, Uzeyir Hajibeyov directed all their forces to the creation of native language press along with native language schools. Although, at the beginning of the last century, the question of how in what direction and based on the development of the mother tongue caused the most heated debates.

It is known from historical facts that the foreigners who ruled Azerbaijan for several centuries neglected the education of the local population in their native language. They assimilated the Azerbaijani language to spread and strengthen Islamic ideology. Arabic and Persian languages are considered the main teaching languages in schools and madrasas, scientific, literary, and artistic works were written in those languages. However, despite such heavy pressures and influences, the Azerbaijani people managed to preserve their native language, and the struggle of progressive intellectuals under the name of the "enlightenment movement" for the idea of teaching in the native language grew stronger from the beginning of the 19th century. The Azerbaijani language began to play a major role not only in Transcaucasia but in the entire Middle East.

The Azerbaijani language, which was the only spoken language among the population until that time, was included as an independent subject in the curricula of newly opened public schools not only in the cities of Azerbaijan but also in Tbilisi, Yerevan, Darbend, Stavropol, Gori, Kutaisi and other large cities of the Caucasus. At that time, the more vital the teaching of the Azerbaijani language was, the more difficult it was. One of the main reasons for these difficulties was the lack of teaching staff, and the other was the lack of new textbooks. M.F. Akhundov was very active in solving both important problems in the field of teaching the Azerbaijani language. In 1834-1840, Mirza Fatali taught the Azerbaijani language at the Tbilisi district school. It was during this period that he became closely acquainted with several important issues of education, especially mother tongue education.

It is known from the research of academician Huseyn Ahmadov, a researcher of school history, that one of the most important issues attracting attention in the pedagogical activities of M.F. Akhundov is related to the writing of the mother tongue textbook. At that time, there were neither appropriate textbooks nor printed reading books for teaching the Azerbaijani language. The students were almost deprived of literature in the pure Azerbaijani language. As M.F. Akhundov wrote, if there were some works in this language, they were either translated from other languages or written in an incomprehensible language full of Persian, Turkish, or Arabic words. Based on these translations, it was impossible to understand the spirit of the Azerbaijani language and to teach this language in the way the people wanted. The enlightened

democrat began to work on a textbook for his countrymen with a new method. However, he was soon released from his position as a teacher and could not finish writing that textbook. M. Sh. Vazeh, who was appointed as a teacher instead of M. F. Akhundov, was lucky to continue this good work that he started.

Unlike the progressive intellectuals of that time, M.F. Akhundov was the first to put forward the idea of general education. He considered it necessary for all sections of the population, whether urban or rural, to acquire secular education in their mother tongue, and he fervently defended this idea. As a result of the absence of secular education schools in the mother tongue, a large segment of the population could not read and write in their mother tongue. He promoted the idea of educating the country from head to toe. The enlightened democrat was skeptical that this work would be carried out under the current conditions and took a revolutionary democratic position on this issue. However, the natural course and path of our literary language resulted in the transition of the direction based on the living vernacular to the leading position.

In the 30s of the last century - during the cultural revolution, the elimination of illiteracy created endless opportunities for the development of the Azerbaijani language: textbooks were written in the native language, and serious work began to be done in the field of collecting and publishing Azerbaijani folklore. In this process, folklorist scholars such as Salman Mumtaz, Hamid Arasli, and Mammadhuseyn Tahmasib made a special contribution.

The printing of epics of love and heroism, folk tales, old sayings, and proverbs revealed new rich layers of our mother tongue and gave impetus to the refinement of the literary language. On the other hand, the formation of the scientific style played an important role in the progress of our language as a science. In 1945, the Institute of Linguistics was established within the Azerbaijan Academy of Sciences. In a short time, valuable research was conducted in the fields of language history, dialectology, modern linguistics, and lexicography. As a result of the scientific research of prominent linguists M. Shiraliyev, A. Orujov, A. Demirchizade, M. Huseynzade, and others, Azerbaijani linguistics took its prestigious place in Turkology. Serious works were also done in the field of phonetics, lexicon, morphology, and syntax of our language. Multi-volume collective works were written. Improved editions of the four-volume "Explanatory Dictionary of the Azerbaijani Language", "Russian-Azerbaijani", and "Azerbaijani-Russian" dictionaries revealed the true richness of our native language and the breadth of its vocabulary.

In the 60s and 70s of the last century, the literary language of Azerbaijan entered a new stage of its development. In this process, especially the prose language returned to the traditions

of Mirza Jalil - "Molla Nasreddin" magazine and began to benefit from the flexibility, compactness, lexis, and syntax of the living vernacular.

Today, the functional possibilities of our language have been expanded, styles have been enriched, and writing rules have been refined based on the internal development tendencies of the language. In the 1960s and 1970s, as a result of state care, attention to translation work was strengthened, its expressive possibilities were expanded, and new terms and words were added to the vocabulary. The translation and printing of the works of world literature classics written on political topics have enriched the scientific-philosophical and artistic style of the Azerbaijani language.

The use of video materials from various television programs (news, analytical programs, documentary programs, interviews, talk shows, etc.) in foreign language classes will familiarize students with the current socio-political problems of that country, historical figures of that country, outstanding writers, artists, composers. and introduces other artists. At the same time, it helps to change the existing etiquette norms and requirements in the studied language (for example, the forms of addressing the teacher are different in different languages), the stereotypes about the country that have arisen and are included in the opinions. In addition, the video materials contain a large number of names, phraseology, colloquial clichés, which makes it easier to assimilate them and then use them in live conversation. Regarding the use of video materials, it should be noted that these universal tools can be used at any stage of foreign language teaching.

In the first lessons, it is considered appropriate to start with short pieces. At this stage, they should be used only as a tool to form the ability to understand oral speech, because here the verbal component is complemented by a non-verbal component. In the next stages, video materials can become the basis of the lesson, not just one element of the lesson. The materials should be selected according to the students' interest, the practical goals of teaching and should create motivation in the students. It is advisable to build the methodology of teaching with video materials in a traditional way. That is, the sequence of tasks performed before viewing the video material, questions and tasks asked during the viewing, and tasks performed after the viewing should be expected and performed in stages.

Thus, the use of video materials for the formation of socio-cultural skills of students in learning a foreign language in conditions outside the language environment is one of the important components of the lesson. These materials have great potential. Based on them, various thematic lessons and work outside the interested audience can be prepared. The use of

video materials in learning a foreign language outside the language environment helps to compensate, at least partially, for the lack of a language environment.

### **1.3. The Concept of English Language in Language Policy of Azerbaijan**

#### **1.3.1. The importance and teaching of English in secondary schools and universities**

One of the biggest problems in Azerbaijani education is the weak foreign language skills of pupils and students. Currently, English, Russian, German, Arabic, French, and Persian languages are taught as foreign languages in secondary schools. One of the biggest problems in Azerbaijani education is the weak foreign language skills of pupils and students. Currently, English, Russian, German, Arabic, French, and Persian languages are taught as foreign languages in secondary schools. Regardless of the language of instruction, in all secondary schools, the transition to a foreign language starts from the 1<sup>st</sup> grade. During the research, it was determined that the listed foreign languages are taught to our students for 11 years, but they graduate from high school without mastering those languages well. Considering this, many parents either send their child to a tutor or enroll in additional courses in order to master a foreign language well.

It should also be noted that during the final exam, foreign language applicants are presented with texts that require listening and reading comprehension skills. However, applicants have difficulty with these texts. The reason for this is that the foreign language is not taught at a good level in secondary schools.

According to estimates, 90-95 percent of English is taught as the first foreign language in our schools. French and German are also taught as second foreign languages in our schools. Years ago, English was taught in secondary schools starting from the fifth grade. Currently, English classes are taught in our schools starting from the first grade to the eleventh grade. But the change in quality is not particularly noticeable.

The main foreign language is taught from the first grade, and the second foreign language from the fifth grade. As indicated in the notes on the curriculum, parents are given the right to choose either the main or the foreign language. They are free to choose between the specified languages - English, German, French, Russian, Arabic and Farsi. According to the current legislation, two foreign language groups can be organized in the same class, even if necessary, depending on the parents' choice. As for the foreign languages that are mostly taught in our country, there is a general demand for learning foreign languages. This demand is formed by the society itself, whether we want it or not. We all know that English is the main language of

communication to the international world. From this point of view, English as the main language in teaching foreign languages in our country has a great advantage.

According to estimates, 90-95 percent of English is taught as the first foreign language in our schools. In schools where the main foreign language is English, it is observed that the second foreign language is mostly Russian. Of course, French and German are also taught as second foreign languages in our schools. In addition, we have schools where the main foreign language is French and German. However, the number of these schools is very small. Arabic language is taught in our schools very rarely. About 15 years ago, English was taught in secondary schools starting from the fifth grade. Starting from this grade, it was taught as the eleventh grade. And textbooks were changed every few years, not every year. However, after the integration of Azerbaijan into Europe, the demand for English in Azerbaijan also increased. Currently, people working in any field, students, students are eager to learn this language.

Some private secondary schools have English departments. People all over the world learn English. Since the activity of the Russian section is a social order, the desire of the citizens is increasing day by day, and it is active. There are reasons why the Russian division was not suspended. Thus, the quality of training in the Russian section is higher than in the Azerbaijani section. This is especially noticeable in primary classes. One of the missing aspects in the Azerbaijan section is the lack of attention to the child's socialization and preparation for society. I should also mention that 99 percent of the teachers working in the Russian sections are Azerbaijanis. However, Azerbaijani teachers working in this department are constantly searching, working on themselves, perfectly fulfilling the needs of parents and social orders. Our parents understand this. That's why they take their children by the hand and take them to the Russian section in elementary school. Even in kindergarten, they prefer to put it in the Russian section. Along with the Russian language, there is a great demand for the English language today. The number of hours related to the teaching of the English language also prevails in the curriculum of secondary schools compared to the Russian language. According to the results of the survey we conducted among students in schools, students chose English as the foreign language they want to learn the most. But the weakness in teaching English in Azerbaijani language schools reduces the interest of students in this language (2015).

We believe that personnel are needed to create sections in English. Students should be trained by teachers who can teach different subjects in English. It is known a private school that opened elementary classes where classes are taught in English, but there was no teacher who could teach 4-5 subjects in English. It is important to train English-speaking staff. English is a window to the world. Those who do not know this language will find it difficult to build a good

career in the world and within Azerbaijan. There is a need to teach English as a whole section from primary classes, and this can play an important role in the development of Azerbaijan's personnel potential. Departments should be opened in educational institutions, even in other necessary languages.

The outstanding feature of Abulfaz Rajabli's "History of Linguistics" is that it expresses issues of the history of linguistics that are not reflected in a number of Russian-language sources. Abulfaz Rajabli's "History of Linguistics" stands out among the works written about the history of linguistics for its wide scope and scientific quality. As mentioned, A. Rajabli gave brief information about Arabic linguistics in his book "History of Linguistics". In the book "Ancient Arabic Linguistics" by A. Rajabli, published in 2016, the emergence and development of Arabic linguistics, which is distinguished by its unique characteristics in the history of world linguistics, the history of Arabic linguistics, the emergence and development of its various schools, the ideas and methods of these schools are examined, separately information about Arabic linguists has been presented.

The author notes at the beginning of the work that in the works "History of Linguistics" and "History of Linguistic Teachings" written in Russian, as well as in the author's own work "History of Linguistics", a very brief commentary on Arabic linguistics is given. Until this work, a short treatise on "Arab linguistics", a doctoral dissertation (V. Mammadaliyev) was written. However, none of them could cover Arabic linguistics, its creation and development, even partially. In A. Rajabli's work "Ancient Arabic Linguistics", the creation of Arabic linguistics, its schools, ideas about the origin of the language in Arabic linguistics, Azerbaijani representatives of Arabic linguistics, as well as the work done by Mahmud Kashgari in the history of Arabic linguistics were investigated.

A. Rajabli also investigated the studies of Arabic linguists in the field of phonetics. Unlike the ancient Greek and Indian linguists, he noted that Arabic linguists distinguish between sounds and letters, that Arabic linguists take the physiological principle as the basis for the description of sounds, and that is why spoken sounds are divided into 16 groups according to the place of their formation in Arabic grammar. Arabic grammars are built according to 3 schemes: Nahw, Thamf, Tajwid. Nahw learns parts of speech and sentences, thamf learns word creation, and tajwid learns speech sounds. The author notes that since the Arabic script is based on consonants, the sounds are not divided into vowels and consonants, but nevertheless, in the grammar of the Arabic language, vowels change, drop, length, etc. There are theories about The descriptive system of the Arabic language is not interested in the syllable, but the syllable in this language has been thoroughly studied. However, Arabs do not consider the syllable as a

phonological unit. Therefore, in the tajwid section of grammar, speech sounds are studied not on the phonological basis, but on the morphological aspect (Mahmudov, Y. 2004).

A. Rajabli notes that the studies of Arabic linguistics in the field of lexicology are superior to the studies of Indian and Greek linguistics in this field. A. Rajabli then gave valuable information about the schools active in Arabic linguistics - Basra Linguistic School, Kufa Linguistic School, Baghdad Linguistic School, Andalusian Linguistic School and Egyptian Linguistic School, representatives of these schools and the creativity of some of them. In the next section of the book, the author investigated the Arabs' views on the origin of the language. (Mahmudov, Y. 2004).

At the beginning, the professor notes that the formation and development of language occurs only in society, language cannot be created, live, or develop outside of society. Language plays an important role in the separation of humans from the animal world, in the transformation from a biological being to a social being, in the creation and development of society. However, in the country where the Islamic religion was born, such ideas were considered ridiculous. In the Arab country, everything was said to be created by God, and it was considered inconceivable that a materialist theory of the origin of language could arise (Mammadova, M. 2015).

Despite the fact that experts from different fields of specialization have expressed their views on the origin of language, their general direction is the same: language was given to people by God so that they could communicate with each other. In linguistics, this is called the divine theory of the origin of language. Ancient Arabic linguistics accepted that language was given to humans by God, and debates and discussions revolved around how language was given. As for the relationship between the word and the concept, the Arabs, like the Greeks, had two ideas: there is no connection between the thing and its name, but there is an organic connection between the name of the thing and its nature. A. Rajabli (2004) notes that in Arabic linguistics there is also the problem of the origin of the Arabic language in addition to the problem of the origin of the language. The author noted that the arguments of various linguists about this have nothing to do with science and gave V. Mammadaliyev's research in this field.

### **1.3.2. An examination of the importance of the English section as a separate subject**

The beginning of the history of teaching foreign languages in Azerbaijan coincides with the 50s of the 11th century. In 1848, the four-class "Saint Nina" school for girls was opened. In the "Saint Nina" school, the French language was not included in the curriculum like music and

dance, but it was taught based on the wishes of the parents. So, the history of teaching a foreign language in Azerbaijan coincides with 1848.

For the first time, in 1849, a foreign language was included in the curriculum in the city of Shamakhi. In the city of Baku, foreign language teaching began in 1867. Starting from 1870, along with French, for the first time German language was also taught. English was taught in a commercial school for only two years. Undoubtedly, a number of difficulties appear in the early stages of foreign language teaching. First of all, it should be noted that there were no national personnel in this field in the republic.

Most high school textbooks were written by non-Azerbaijani. The six-month courses opened in Baku in 1936 can be mentioned as a turning point in this field. It is very interesting that along with French and German languages, English is also taught in those courses for the first time in the republic. Therefore, the teaching of English in Azerbaijan began in 1936. The first graduates of six-month courses are sent to a number of schools in Baku. Thus, starting from 1937, English language is taught as a separate subject. We would like to especially mention the following teachers who were the first to teach English: R. Gayibova, D. Abbasova, V. Schwartzberg and others.

However, there were many problems in the field of teaching foreign languages. Articles were already being written in our country highlighting these problems. The issues raised in those articles have not lost their relevance even today. Y.Y. Rechitskaya also highly appreciates the role of the mother tongue in learning a foreign language and writes in this regard that knowing the grammar of the mother tongue is the main condition for successfully learning a foreign language. The analysis of available materials shows that R.A.Gayibova and O.I.Musayev played an invaluable role in the promotion of the English language in our republic, in the development of national personnel in this field, especially in the delivery of English grammar to readers in their native language.

In 1957-1960, those authors expressed valuable ideas about foreign language teaching in their articles. O. Musayev noted that there are no necessary educational materials for the subject of English, and there is no initiative to prepare them. The most intolerable situation is the fact that there is still no textbook for foreign languages taught in our schools, which has been prepared taking into account the specifics of the students' mother tongue.

In the literature of linguistics, there is enough information about the parts of speech and their classification in various sources. However, in the English grammar books published in Azerbaijan, different classifications are given during the division of parts of speech, and the presentation of situational words in English as a separate part of speech and the differences in

the division of parts of speech make it urgent to address this topic. Morphology, which is an important section of grammar, begins with the classification of parts of speech and mainly 12 parts of speech are taken. However, the division of these parts of speech among authors is done in a different way, so some authors group the parts of speech into two - main and auxiliary, and some authors into three - main, auxiliary and free. There are issues that attract attention and cause debates in the classification of parts of speech.

The languages of the EU are the languages spoken by the population of the member states. The EU states in its declaration that the languages are the property of the EU. Article 4 of the current EU Constitution draft defines the language policy of the Union as follows: "Any official document may be translated by a member state into another language determined by its constitution. A certified copy of such translations shall be provided by the member state to be kept in the archives of the Union. The European Commissioner for Multilingualism is responsible for language policy within the EU. In order to develop multilingualism, the Commissariat adopted the "Lifelong Learning Program" for 2007-2013. The first official language of each member state has the status of an official language of the EU. Language policy in the EU is the responsibility of the member states, and the Union does not have a single language policy. The EU ensures that all its citizens are multilingual and encourages them to speak at least 2 languages other than their mother tongue. Although the education system is the responsibility of the member states, several official EU curricula play an important role in language learning and linguistic diversity.

There are 23 official languages in the EU: Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Irish, Latvian language, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Croatian. Of these, Irish, Bulgarian and Romanian languages gained official language status on January 1, 2007. Important legislative documents are translated into each official language. Not all national languages can gain the status of an official language of the EU. Examples of these are Luxembourgish, the official language of Luxembourg since 1984, and Turkish, the official language of Cyprus (Cooper, R. L. 2017). Just as several member states have more than one official language, one language can be an official language on the territory of several member states. For example: Dutch is the official language in the Netherlands and Belgium, French in France, Belgium and Luxembourg, German in Germany, Belgium, Austria and Luxembourg, Greek in Greece and Cyprus. Member states are responsible for language policy, but the EU also ensures the study of other languages. All EU languages are functional languages. A person sending a letter to the institutions of the Union, a member state or an official may send the letter

in any official language. The answer to the letter should be given in that language. Statutes and other official documents must be written in all 23 official languages. Other official documents are only translated into necessary languages.

The Official Journal of the EU is also published in 23 languages. When discussing with national authorities or individuals, the document is only translated into the appropriate language. For internal use, EU institutions are given the opportunity to choose their own language of operation. For example: The European Commission uses only 3 languages for its internal correspondence: English, French and German. The principle of multilingualism is followed only for mass information and communication purposes. On the other hand, members of the European Parliament have the right to request documents in their own language, and therefore its documents are drawn up according to the principle of multilingualism.

The non-organizational institutions of the Union are also not obliged by law to conduct documentation in all 23 languages. According to the official website of the EU, ensuring the multilingual policy of the institutions costs the Union 1123 million euros, which is 1% of the annual budget of the EU. There are certain restrictions on the official language status of some national languages. Eg: although the Maltese language has the status of an official language of the EU, the Council of Europe established a 3-year trial period for this language starting from May 1, 2004. During this period, institutions were not obliged to translate their documents into Maltese. However, since April 30, 2007, all official acts of institutions are accepted and published in the Maltese language.

Irish is the first official language of the Republic of Ireland and is used as a minority language in Northern Ireland. After Ireland joined the European Economic Union in 1973, Irish was declared an official treaty language and EU treaties were also published in this language. However, officially only after January 1, 2007, this language has the status of an official language of the EU. Irish is the only official language of the EU that is not widely spoken in the member states. Thus, the official statistics of 2006 show that only 1.66 million of the 4.24 million people of the Republic of Ireland speak Irish. Only 37% of them use Irish in their daily conversation. Despite the significant dominance of English in the EU, Europe has great linguistic diversity. This also requires the protection of minority languages. For this purpose, the "European Charter for the Protection of Regional or Minority Languages" was adopted. In this Charter, it is emphasized that languages used by certain ethnic minorities are considered regional languages. Some of these languages have a fairly strong position in Europe and have a special official status, but some languages have a very weak position and do not have any official status.

In modern English there is only one morphological means "s" left to indicate the category of case. Then such a logical question arises. What means of communication between words in a sentence are expressed in English? We find the answer to this question in the following note of J. Lyons. It shows that, despite the fact that the case category is not related to the pronunciation, there is an important role of prepositions, conjunctions and word order in the expression of many meanings, especially spatial concepts, along with grammatical means. Later, C. Lyons comes to the conclusion that the category of the situation cannot be determined only from the morphological point of view (Cooper, R.L. 2017).

In modern times, globalization manifests itself in language as well as in all spheres of life. Thus, the processes taking place in society strengthen the interaction of languages. Along with the mother tongue, learning a second language is becoming the need of the hour. For this reason, bilingualism is becoming widespread. During the learning of the second language, the phenomenon of language interference first occurs. Interference is manifested as deviations from the norm in the other language due to the influence of one of the interacting languages. However, this process was not only caused by globalization. Languages that have served people during their historical development have entered into various relationships with each other, and these relationships, in turn, have resulted in different ways. For the language to be in contact, first of all, the individuals representing these languages must be in contact, and for this, certain historical conditions and ground must be created.

Since the beginning of human society, people did not stay together, but began to disperse on the earth. From this period, beginning with the first human migrations, primitive relations between tribes and tribes, and ending with the high urbanization and globalization of today's modern society, as a result of the interaction between people, inter-linguistic relations, their various manifestations and consequences have arisen. It is society and language that mutually played the role of a catalyst in the development of the other, and became a stimulating factor in its development.

In recent years, when talking about inter-linguistic relations, it is necessary to talk about the fact that these relations cover more territories. So, already in the background of the globalization of the economy in the world, interest in the English language has changed radically in almost all other nations and states. Almost everyone is interested in the English language and considers it necessary to learn it. On the other hand, learning a foreign language is considered one of the priority areas in the education system of all countries. As we know, after the independence of our country, a great period of development has passed. Thus, at the time when our Republic was integrated into the international world, as well as the whole world,

the interest of foreign countries in our Republic also increased. The increase in the interest of foreign companies in our country and the conclusion of large oil contracts, the creation of new jobs, of course, are of great importance for our country. Among these companies, the role of British and American companies is particularly large. English has a great reputation in the international world as well as around the world. In this regard, interest in learning foreign languages, especially English, is constantly increasing in our country. Therefore, for a comprehensive study of the English language, it is very necessary to study it in a comparative way with the Azerbaijani language, by comparing and connecting. In such a situation, interest in the study of languages with different systems in Azerbaijani linguistics has increased significantly in recent times.

Our linguists have done a lot of work in the direction of comparative study of foreign languages with the Azerbaijani language. Currently, more attention is paid to the study of the problem at the theoretical level. The study of these languages by means of comparison and comparison is of particular importance to reveal common, similar and different aspects in both languages. The demand for learning foreign languages is constantly increasing. This manifests itself in all areas of our life, especially in science, technology, economy and culture. After gaining independence, Azerbaijan is expanding its relations with other countries day by day. Access to the international world, acquaintance with world culture and various fields of science, wide use of computer technology in education, the attempt to integrate into Europe, benefiting from world training and education, education and teaching experience are especially important in the formation of the intellectual level of the young generation.

The free, independent work of students in the teaching process in higher and secondary specialized schools has had an impact on training and education, improving the quality of teaching work, and making the lessons more interesting. As we have already mentioned, the English language has the status of an international language in the international world as well as in the whole world. From this point of view, interest in learning foreign languages, especially English, is growing in our country. Therefore, for a comprehensive study of the English language, it is very necessary to study it in a comparative manner with the Azerbaijani language.

From this point of view, interest in the study of languages with different systems in Azerbaijani linguistics has increased significantly in recent times. Therefore, researchers give special preference to both learning and teaching foreign languages. This also encourages fluency and its correct learning. At the same time, when learning any foreign language, it should be based on mutual learning with the mother tongue. In this case, interference events almost do not occur.

Although state language has existed for a long time as a real sociolinguistic phenomenon, it is new as a sociolinguistic concept and is even more relevant to the century in which we live historically. Language policy is an integral part of the history of the Azerbaijani state. Of course, from a historical point of view, the history of Azerbaijani statism is a big topic, and one of the main lines of this topic is the issue of state language. The historical geography of Azerbaijan always coincides with the concept of the Azerbaijan state. Because the Azerbaijani state is an integral part of the Turkish state, that is, of the national history. Throughout history, the language policy factor has required the state language to be on a national basis. Thus, the state language of the Hun, Gokturk, Khazar, Uyghur and Karakhanid states coincided with the national language, that is, it became the state language. At the beginning of the 16th century, the Safavid state, which played an important role in the history of Azerbaijan, emerged and soon united the north and south of the country. The Safavids were considered the cradle of their homeland, Azerbaijan.

Since the basis of the state was the Turkish masses, the Turkish language also began to play a dominant role. Professor Abdulazel Demirçizade, in his research on the history of our literary language, characterizes this period as follows: “It is known that the Azerbaijani language has never had the right to an official state language. XV-XVI. It is true that the Azerbaijani language was developed as an official state language in the centuries, especially at the beginning of the Safavid period. However, in this period, namely XV-XVI. In the centuries, the development of the Azerbaijani language as a state language was very ephemeral, and it was developed as a third language, along with Arabic and Persian, which had more rights. Also, XV-XVI. It turns out that in the centuries, the Azerbaijani language literally did not have the right to develop it as a comprehensive official state language. At the same time, decrees and government documents were mostly written in Arabic and Persian.”

Oktay Efendiyev, one of the famous historians of Azerbaijan, said, “15. Since the second half of the century, the activity of the mother tongue has been expanding, and Shah Ismail wrote poems in Azerbaijan under the pseudonym Hatayi. The Turkish language always dominated the Persian language among the Safavid rulers and nobles. His mother tongue (national language) problems had become Shah Ismail's political and religious interests.

Shah Ismail Hatayi, who declared Azerbaijani Turkish as the state language for the first time, naturally preferred the term "Turkish language". During the rule of the Safavid state, the language of the people living in the palace became Turkish. In another source, Engelbert Kempfer, a German academic who visited Azerbaijan in 1685-1694; Turkish, the mother tongue of the Safavid dynasty, was a common language in the Iranian palace, that this language

was different from the spoken language of the country's population, also that the Turkish language spread from the palace to the homes of high-ranking and elite people, and as a result, it was the language of everyone who wanted to respect the Shah, and that Turkish was more popular than all Eastern languages. He stated that it was easy, the magnificence of the Turkish language and its pronunciation made it the only language spoken in the palace.

Of course, in the 1980s and 1990s, which covered the most difficult period in the history of Azerbaijan, there were serious and heated debates about the Azerbaijani language, as in all other fields. Ziya Bunyadov, one of the important history researchers of Azerbaijan, stated in 1989 that the Azerbaijani language should be written in the Latin alphabet. In this period, the movement of change in the alphabet became widespread. Different approaches to the alphabet issue divided the Azerbaijani intellectuals and scientists into two parts: those who defend the Cyrillic alphabet and those who defend the Latin alphabet, Professor Firudin Celilov, who was one of the leaders of the movement to switch to the Latin alphabet in Azerbaijan, and did great work on this path, published in the "Azerbaijan" newspaper on March 30, 1990. In an article titled "Half of", he wrote: "In the last two hundred years, the Azerbaijani people have lost their integrity, independence, national traditions, beliefs, sons, national name, surname and writing culture. Even if we are in a difficult situation, we must change an alphabet that harms people's culture and alienates them from their relatives who speak the same language. It would be a big job for today to recover half of the loss". Academics such as T. Hacıyev, F. Celilov, K. V. Narımanoğlu, S. Aliyarlı, S. Rustemhanlı have come to the general view that the Latin alphabet is the alphabet that best reflects the phonetic structure of Azerbaijani Turkish. However, another trend began to emerge during this period. A group of our intellectuals, with the transition to the Latin alphabet, tried to adapt the Azerbaijani language to the Turkish language and even to call the historical name of our language "Turkish language", which had serious reasons. Answering A. Hüseyinov's questions in the "Yeni Fikir" newspaper on April 17, 1991, Prof. Dr. Tevfik Hacıyev said, "For us, there is no serious difference between artificially "Turkification" and "Russification" of our language (2016).

In the independent Azerbaijan Republic, conditions have been created for the use of the Azerbaijani language as a full-fledged state language. However, due to the unpreparedness of government agencies, the work was carried out mainly in Russian for some time. The only innovation was that the documents prepared by the Presidency in Russian were also translated into Azerbaijani Turkish. After the Popular Front of Azerbaijan came to power on May 15, 1992, the Azerbaijani language began to be active in the state administration. The gradual replacement of Russian-speaking staff has also facilitated this. In December of the same year,

after intense discussions in the Milli Majlis of the Supreme Soviet of the Republic of Azerbaijan, the Law of the Republic of Azerbaijan “On State Language in the Republic of Azerbaijan” was adopted. Although the law was signed by the President of the Republic of Azerbaijan Abulfaz Elchibey on December 22, it is clear that the text was published in the press on January 28, 1993, after the adoption by the Milli Majlis. The first article of the Law states that “The state language of the Republic of Azerbaijan is the Turkish language. The working language in all state institutions of the Republic of Azerbaijan is the Turkish language. The Turkish language is used as the state language of the republic in all areas of political, economic, social, scientific and cultural life and serves as an international communication tool in the territory of the republic” (Azerbaijan State Language Law, 1992). The law provided freedom for citizens of the Azerbaijan Republic to choose a language for education, as in Soviet times. The innovation was the study of the Turkish language, the state language of the Republic of Azerbaijan, as a compulsory subject. Citizens of the Republic of Azerbaijan can only speak Turkish.

Article 4, which constitutes the procedure for responding to suggestions, applications and complaints sent to the organizations, can be considered as one of the innovations of the law. The law adopted by the National Assembly has been implemented in all fields, and new textbooks have been published under the name of "Turkish language", especially in the education system. The term "Azerbaijani language" has been used side by side with the phrase "Turkish language" in the press and society. A fertile ground was created for the implementation and free development of the state language in Azerbaijan, and this process started after the republic gained its independence. It was of great legal importance that the Azerbaijani language received the status of an official language of the independent state in the first constitution of the Republic of Azerbaijan and reflected the truth. The decision of the President of the Republic of Azerbaijan Heydar Aliyev on the "improvement of the use of the state language" of June 18, 2001 "provided the establishment of the Azerbaijani language as the state language and eliminated the deficiencies in this field. This decision of the President is an excellent state document, as well as a scientific resource that evaluates the historical path and current situation of the Azerbaijani language (Phillipson,R. 2016).

The decree was provided by the President of the Azerbaijan Republic for the establishment of the State Language Commission to control the resolution process by a single central body, due to the need to coordinate and regulate the use of the state language. The commission was established by a decree of the President of the Republic of Azerbaijan dated July 4, 2001 and was a clear indication of the importance attached to the use of the state

language in Azerbaijan. On August 9, 2001, the President of the Republic of Azerbaijan adopted a resolution "On the Day of the Azerbaijani alphabet and the Azerbaijani language". The historical conditions that emerged after the country gained independence in the decision gave birth to new hopes for the participation of the people in the common writing system of the peoples of the world and made it necessary to restore the Azerbaijani alphabet with the Latin alphabet. This led to the enactment of a law on this later. Considering that the transition to the Latin alphabet in Azerbaijan was fully achieved in August 2001 and the use of the new alphabet was an important event in the socio-political life of the independent Azerbaijan Republic, in the history of written culture, it was decided to celebrate the "Day of the Azerbaijani alphabet and Azerbaijani Language".

Although the serious efforts to establish the Azerbaijani language as a state language did not yield results for objective reasons during the rule of the Azerbaijan Democratic Republic, the twentieth century, especially the Soviet period, was a period of rapid development of the Azerbaijani language, as a result of the policy followed by the USSR during the Soviet period. In this period, the Azerbaijani language was used in literature, science, technology, media and so on. Its rich use in fields has expanded the functional capabilities of the language, enriched its style, and polished the spelling rules based on the internal development tendencies of the language.

The language policy in Azerbaijan took a more serious form during the period of the Azerbaijan People's Republic. Until then (both in the 19th century and especially at the beginning of the 20th century), well-known Azerbaijani intellectuals made some comments and suggestions about the mother tongue and language processes in Azerbaijan. However, only one month after the establishment of the Azerbaijan People's Republic, on June 27, 1918, the official declaration of the Turkish language as the state language XIX. at the end of the century and XX. it was the result of the direct influence of the national ideology established at the beginning of the century. Of course, M. F. Ahundzade, A. Huseynzade, M. Shahtahli, A. Aghayev, C. Memmedguluzade, O. F. Nemanzade, F. Kocherli, Mirza Elekber Sabir, Uzeyir Hajibeyli worked seriously for the literary, socio-political and ideological position of the mother tongue. Of course, the government of the Azerbaijan People's Republic would not have paid attention to this matter immediately if it had not been for these deliberate and purposeful struggles. The decision of the government dated June 27, 1918 was based on the current situation. Thus, according to this decision, the development of the Russian language in state institutions is allowed until the employees of the judiciary, administration and other positions in the country learn the state language at the necessary level.

The first official document declaring the Azerbaijani language as the state language, in addition to having great historical importance, laid the foundation for the creation of a national language policy in Azerbaijan and the right ideological position for the interests of the nation. It should not be forgotten that the decision of the government of Azerbaijan is not only an informative document. The problems arising from the adoption of the decision were regularly discussed at the council sessions and courses were organized for those who do not know the Azerbaijani language.

In addition, the AHC government allocated 351,000 manats from the state budget for this purpose. After the decision to declare the Azerbaijani language as the state language, Behbud Khan Javanshir, Minister of Internal Affairs of the People's Republic of Azerbaijan, interpreted the foundations of the state language policy as follows in an interview he gave to "Azerbaijan" newspaper: "Of course, this will not last long. Senior officials who do not know Turkish will not be able to work for a long time. Within two years, all Azerbaijani companies will be nationalized. Officials who do not speak Turkish will have to learn our language in order not to lose their positions".

Azerbaijan People's Republic on June 27, 1918 "Adopt Turkish as the state language and support the use of Russian in state institutions until all judicial, administrative and other positions in the country know this language." made a decision. As can be understood from the name of the decision, the government accepted the Azerbaijani language, which was later called the Turkish language, as the state language and allowed the use of Russian in state institutions until the people working in the country's courts, police and other fields recognized the state language. As can be understood from the text of the decision, the permission to use the Russian language of the Azerbaijan People's Republic was a temporary measure and was designed only for the period until the training of the national personnel in management. Although the life of the People's Republic of Azerbaijan was short-lived, it was a period of self-reflection in the centuries-old history of the people of Azerbaijan (2016).

The role played by this unique period in the social, political and spiritual life of the people, the actions they did and wanted to do were equal to things that could not be done for centuries. The work done in the last 23 months has shown how and with what sensitivity the government works. We can see the importance of the decisions made during the Azerbaijan People's Republic in the issues discussed here during the First Turkological Congress held in Baku in 1926. The alphabet adopted during the Turkological Congress in Baku in 1926 and called the "Unified Turkish Alphabet" used in the Turkic world was compiled based on the basis of the "Last Turkish Alphabet" prepared by A. Efendizade during the Azerbaijan People's Republic.

As a continuation of this work, the First Baku Turkological Congress was held between February 26 and March 5, 1926 in the Ismailiyye building in Baku. The congress, attended by many scientists from Azerbaijan, was a very high-level congress (2016).

### **1.3.3. The importance of English during international negotiations at the state level**

Even Ludwig Wittgenstein wrote that "a person's world is like his language". Language determines our view of the world and how we understand it. According to Sapir's "Whorfian" hypothesis (linguistic relativity hypothesis), which is actively discussed in science today, language influences the thinking and cognitive process. Therefore, when a person knows more than one language, the window that opens to the world is more than one. This means an incomparably rich life.

Today, learning English is essential for a number of reasons:

First, English is the first language to gain the status of an "international common language", that is, a common means of communication between people who speak other languages. English is one of the most widely spoken languages in the modern world. In our modern times, English has become the language of political negotiations and business. Basic scientific and medical research is also conducted in English. According to international agreements, flight attendants must know English.

It is the national language of developed countries such as Australia, Great Britain, Canada, New Zealand, Ireland and Singapore, including the most powerful country on earth, the United States. English is the mother tongue of 400 million people. English is the official language of the United Nations, and is the second language of 1 billion 400 million people. One of the main official languages of 53 countries and most international organizations, including the United Nations. This language is the main means of communication around the world, from Oceania to Europe, from Africa to the Americas (Azam, M., Chin, A., Prakash, N. 2015).

In countries where different languages are spoken, English is often used as the official language to enable people to communicate with each other. India is a good example. English is the common language in this country, where more than a million people speak each of 24 different languages.

Secondly, English currently plays the role of diplomacy, commerce, seafaring, scientific-technical and mass information language in the world.

Thirdly, knowing two, three or more languages has a positive effect on the formation of worldview, helps to see events from a wider perspective. In the words of Voltaire, to know

many languages is to have the keys to several doors of a castle. No matter how well-educated an individual is, without knowing a foreign language, it is impossible for him to improve his knowledge beyond the narrow framework, benefit from world experience, and conduct scientific exchange.

Fourth, knowing English plays a major role in finding a job. So, today local and foreign companies prefer professionals who speak English fluently.

Fifth, knowing English means saving time and money. It receives, analyzes and transmits information without turning to a translator, in short, we do our own work.

Sixth, most of the literature and mass media published today and published in the last two centuries, 80% of Internet resources are in English. In other words, whether in the study of scientific knowledge, in the establishment of diplomatic relations, in the establishment of commercial and economic relations, or in trips to foreign countries, the English language plays an irreplaceable function (Muradov, C. 2018).

English is an international language. Currently, there is no place in the world where they do not know English. Everyone knows that England is the motherland of the English language. As a result of the processes in world history, this language has spread to almost all parts of the world. This language is used in international business, diplomacy and the Internet as a means of both oral and written communication. English is considered the global language of technology and international communication, the language of all types of literature, technical books and magazines, as well as scientific journals. People in many non-English-speaking countries learn it as a second language. Therefore, it is very important for students to be able to understand this language from the lower grades.

In the century we live in, countries are growing and developing rapidly. Education is the main component of this development. In this regard, a great burden falls on teachers.

Since English is a foreign language, it can be a bit difficult for students. Therefore, the teacher who teaches this subject, first of all, should instill the importance of the language in the student and arouse interest in the language. New training methods play a leading role in this work. An example of this can be the organization of work on pictures on topics related to the development of speech. Students first learn to name what they see in the picture. Then they exchange ideas about them using simple sentences. The teacher intervenes to help them. At this time, it is considered appropriate to choose topics that interest children (Shiriyev, F. 2018).

The teacher should not treat the student as an expert of the language, on the contrary, he should give him freedom. Because learning the basic language skills of a language that is completely foreign to the student and how to lay the foundation of these skills is a very

important issue. The teacher should not forget that the main goal of teaching a foreign language is to inculcate the ability of language learners to listen and understand, and express their thoughts freely. The main goal in teaching any foreign language, as well as English, is the creation and formation of speech, language and communication skills. For this, each level of education has its own tasks and requirements:

Taking the development of oral speech as the main requirement at the general secondary education level, students are provided with the formation of communication skills, the enrichment of vocabulary, the acquisition of the most necessary grammatical concepts and language constructions, the development of reading, writing techniques and written speech, listening comprehension habits.

By developing the activities intended for the main level at the full secondary education level, students acquire communicative skills and culture of communication in a foreign language, enrich their vocabulary, arouse interest in learning a foreign language in depth, and expand their worldviews based on familiarity with the country (countries) in which they learn the language.

Ensuring the diversity and rights of approximately 450 million EU citizens with different ethnic, cultural and linguistic backgrounds is among the priority articles of the EU's human rights acquis. For this purpose, within the framework of the EU Charter of Fundamental Rights, the EU prohibits discrimination based on region, language, religion, belief; has adopted the respect for these differences as its basic policy. In addition to UN treaties and conventions, European Charter for Regional or Minority Languages 3, Framework Convention for the Protection of National Minorities, EU-THS are the EU's main reference sources on 'rights'. Every document agreed and signed by the UN, the EC and the EU on language and minority rights in the context of human rights is binding for member states. Particularly after the 1990s, multilingualism, which is the natural result of cultural and linguistic differences and multiculturalism, has an important role in the education and cultural policies of the EU, meaning 'speaking several languages together in a certain geography', 'having the skill of using more than one language' (Aslam, M., De, A., Kingdon, G., Kumar, R. 2017).

As with all Turkic peoples in the USSR, the transformation phase of the national identity of Azerbaijani Turks from Turkishness to Azerbaijan and our national language Turkish has been one of the most important issues of Soviet national policy. The languages of the union republics are officially "Azerbaijan, Uzbek, Kazakh etc." instead of "Turkish language, Turkish, Turkic". was changed to. In 1936, the words "Turkish and Turkish language" were officially banned in Azerbaijan, the documents with "Turkish" written on them were removed,

the word Azerbaijani was introduced and the term Azerbaijani language was used for the language. Article 40 of the USSR Constitution, adopted in 1936, was as follows: All decisions and laws adopted by the Supreme Soviet of the USSR and signed by its presidency are in Azerbaijani, Uzbek, Turkmen, etc. written and announced.

The third stage of the alphabet problem in Azerbaijan started with the adoption of Russian Cyrillic letters. Although the Azerbaijani-Cyrillic alphabet was approved in 1939, the use of the Cyrillic alphabet was frequently on the agenda after the establishment of the Soviet government in Azerbaijan. However, the majority of supporters of the Latin alphabet prevented the adoption of the Cyrillic alphabet in the 1920s. On May 8, 1939, at the joint meeting of the Azerbaijan Academy of Sciences and the Azerbaijan Writers Union, the adaptation of the Russian-Cyrillic alphabet to the Azerbaijani language and the Azerbaijan Cyrillic alphabet project were discussed. At the meeting, it was stated that the Russian Cyrillic alphabet was superior to the Latin alphabet.

It is said that the Cyrillic alphabet is superior to the letters used in the Azerbaijani language. The proof of this has been the existence of 32 letters in the Cyrillic alphabet as opposed to the 25 letters in the Latin alphabet. Those who proposed to include all the letters of the Russian alphabet in the new project claimed that their request was for pedagogical purposes, but said that the main reason for these proposals was to preserve the originality of the words adopted from the Russian language (Huseynov, F. 1979).

Supporting these views, Y. Zeynalov stated in the article "Some Notes" in the September 10, 1939 issue of the "Muallim" newspaper that the letters mentioned in the Azerbaijani-Cyrillic alphabet should be accepted. Later, like U. Hajibeyov, Y. Zeynalov, in his article "My Notes", he expressed the fact that all the letters of the Russian alphabet are in the Cyrillic-based Azerbaijani alphabet in order to facilitate the education and training process. On the other hand, intellectuals such as S. Vurgun and A. Abdullayev, who tried to avoid falling into the trap of Soviet cultural policy, said that the adoption of these letters in the Azerbaijani alphabet was due to necessity.

On November 15, 1939, the Supreme Institution of the Azerbaijan SSR decided to switch to the Russian-based Cyrillic alphabet in Azerbaijan as of January 1, 1940. Thus, the Cyrillic alphabet began to be used officially in Azerbaijan. Another has been added to the alphabet. This alphabet was not very different from the official Azerbaijani-Cyrillic alphabets used in the previous period. Only, as a result of very intense discussions, the Russian-Cyrillic letters were added to the alphabet. The positive side of this was that the letters *ç*, *ğ*, *g*, *y* were included in the alphabet. The number of approved letters was 36. The added letters are intended to be used

to avoid mistakes in the spelling of words adopted from Russian. The new alphabet has been subject to much criticism. One of the critics, M. A. Şiraliyev, said that the sounds е, ц, ю, я (ye, ce, yu, ya) that cause confusion in the alphabet are useless for the Azerbaijani language. Shiraliyev's opposition to the aforementioned letters of the newly adopted alphabet was due to the fact that if these letters are used in the correct spelling of derived words, derived words (words of Russian origin) must be processed in accordance with linguistic laws. Thoughts and discussions started around this draft writing rules.

In 1944, in the February 23 issue of the "Communist" newspaper, Şiraliyev's "Issues Related to the Necessity of Our Literary Language", and in the same year, Efendiyev's article on the 17th issue of the "Literature" newspaper, dated 29 June. Articles "About the Rules of Spelling of Azerbaijani Turkish" and "About Our Spelling" were published in Demirçizade's newspaper "Azerbaijan Teacher" in 1946. In all these articles, it is stated that it is wrong to use only phonetic principles in the preparation of the orthographic rules of the Azerbaijani literary language. After the continuous discussions in 1955-1958 and the definite objections and fundamental explanations of linguist scholars such as Şiraliyev, Demirçizade, Rustamov, Budagova, the Azerbaijani alphabet and orthography commission (members of the alphabet and orthography commission: S. Vurgun, İ. İbrahimov, M. Dadaşzade, M. Şiraliyev, D. Gacıyev, M. Pashayev, M. Guluzade, R. Rustemov, M. Huseynzade, C. Efendiyev, A. Orucov, A. Ceferov, A. Mahmudov) in 1958 from the alphabet ю, я, й, э ( yu, ya, iy, e) (Damiani, S., Gowland, S. 2013).

In 1956, the head of the Supreme Institution of the Azerbaijan SSR, a well-known writer and state At the initiative of meat official Mirze Ibrahimov, the Azerbaijani presidency decided to partially save the laws of the mother tongue by including a clause about the state language in the constitution. In the same year, on August 21, at the meeting of the Supreme Institution of the SSR, without informing the Central Committee of the Communist Party of the Soviet Union, a decision was made on adding an article regarding the state language of the Azerbaijan SSR to the Constitution (Main law) of the Azerbaijan SSR. With this, the unity of the Transcaucasian republics, which has a clause about the state language in the constitutions, was ensured in the system of union of all socialist countries.

In the new article, "The state language of the Azerbaijan SSR is the Azerbaijani language. Minorities living on the territory of the Azerbaijan SSR are guaranteed the right to freely develop and use their mother tongue both in their cultural institutions and in state institutions". carried out and continued for some time. However, after the intervention of Moscow in 1958-1959, when the dominance of Azerbaijan changed and it was determined that attempts to use

the state language were "nationalist", work in all state institutions continued as before, in Russian. However, the article about the state language was not removed from the constitution and officially became an important constitutional provision. This law, in addition to preventing the widespread suppression of the Azerbaijani language in the 1950s, played an important role in the revival of national consciousness and played a key role in protecting the rights of the Azerbaijani language in the following years.

In the early days of the Soviet Union, the Azerbaijani language could not rise to the level of the state language due to the known ideology of the Soviet government and the requirements of the current socio-political structure. Azerbaijan SSR ensured the use of the Azerbaijani language in public institutions, cultural institutions, educational institutions and other departments and was interested in its comprehensive development. It has been stated that the Russian language and other languages spoken by the population in the Azerbaijan SSR will be freely used in all these organs and departments on the basis of equality of rights. The reorganization of the section on state language in the Constitution of the Azerbaijan SSR did not ensure its use in central government institutions and public institutions.

Speaking about general linguistic problems, prof. A. Rajabli specifically mentions that the creation of the field of general linguistics in Azerbaijani linguistics is related to the activities of N. Mammadov, A. Akhundov and A. Gurbanov, and then comments on the works dedicated to linguistics by these linguists. Speaking about modern language issues, the author notes that it is more useful to study the development of this field in Azerbaijani linguistics by language levels and provides information about the development of phonetics and phonology, grammar, lexicology and lexicography in Azerbaijani linguistics. It comments on the work done by M. Huseynzadeh, who wrote works in the field of the history of Azerbaijani language, speech culture, alphabet, orthography, terminology, punctuation, in the organization and formation of Soviet linguistics. The role of M. Shiraliyev in the development of dialectology, which was established after the establishment of the Soviet power in Azerbaijan, is investigated. Prof. In this chapter, A. Rajabli notes that language history as a field of linguistics was formed in the 20s, and in the first years of the establishment of the language history department of Azerbaijani linguistics, more attention was paid to the study of the language of works of the classics of Azerbaijani literature. Especially mentioning the name of A. Demirchizade in the formation and development of language history in Azerbaijani linguistics, A. Rajabli calls A. Demirchizade the founder of the historical field of the Azerbaijani language in the history of Azerbaijani linguistics.

Prof. A. Rajabli also studied the development process of Azerbaijani Soviet linguistics between 1920 and 1992. The author notes that Azerbaijani linguistics was formed in those years. Prof. A. Rajabli noted the path of development of Azerbaijani linguistics in that period, intellectuals educated by that time and their work in the development of Azerbaijani linguistics. A. Rajabli notes that general linguistics, that is, language theory, was created in Azerbaijan during the late Soviet rule.

The author considers that the history of general linguistics in Azerbaijan began in 1924, and that B. Chobanzade's work "Introduction to Turkish-Tatar Linguistics" dedicated to the issues of general linguistics in Turkish linguistics was an extraordinary event. A. Rajabli also touches on the problems of modern linguistics in his book "History of Linguistics". It investigates the phonetics, lexicon, semasiology, lexicology, phraseology, lexicography, morphology, and syntax problems of the modern Azerbaijani language.

The works of a number of linguists who expressed their opinions about the phonetic features of the Azerbaijani language after M. Kazymbey, B. Chobanzade, who was the first to deal scientifically with the phonetics of the Azerbaijani language, A. Demirchizade, who studied some aspects of the phonetics of the Azerbaijani language, N. Mammadov, and A. Akhundov. notes. He notes that in recent years, Azerbaijani linguists have written a number of works dedicated to the phonetics of the Azerbaijani language. M. Huseynzade, H. Hasanov, S. Jafarov provide services in researching the lexicon of the Azerbaijani language. A. Rajabli calls phraseology as a field of science the youngest field not only of Azerbaijani linguistics, but of world linguistics, and he especially appreciates the services of S. Jafarov, S. Murtuzayev, and H. Bayramov in this field (Azizova, P. 2015).

The author mentions the invaluable achievements of Azerbaijani linguists in the field of studying the grammatical structure of the Azerbaijani language, the work done by Azerbaijani linguists in the field of morphology and syntax. Prof. A. Rajabli considers the study of the language of the Azerbaijani people - the history of the development of the Azerbaijani language, the history of the creation and formation of the Azerbaijani literary language, and the language of written monuments - as one of the main tasks of Azerbaijani linguistics. The author prof. A. Demirchizade is considered the creator of the history of the Azerbaijani language.

In the end A. Rajabli notes that there was a stagnation in the development of linguistics in Azerbaijan until a few years after the collapse of the Soviet power, and that there was a revival in the field of linguistics after 1995, as in all fields, and that the difference in the quality of the works published between 1995 and 2000 was noticeable.

In these years, the works of Y. Seyidov, A. Abdullayev, A. Babayev, H. Hasanov, T. Hajiyeu and others are specially mentioned in the development of Azerbaijani linguistics. The author likens talking about Azerbaijani linguistics at the beginning of the 21<sup>st</sup> century to memory rather than history. It mentions the works of A. Gurbanov, A. Akhundov, H. Hasanov, Y. Aliyev, G. Kazimov, H. Guliyev, B. Khalilov and a number of linguists and their role in the development of Azerbaijani linguistics at the beginning of the XXI century.

The experience of 1956-1958 shows that, considering the reality of Azerbaijan, then it was impartially impossible. But on the basis of the constitutional right of the Azerbaijani language as a state language, appropriate measures have been taken to expand its functional scope. "The last document regarding the state language in the history of the Azerbaijan SSR is the decision of the Central Committee of the Azerbaijan Communist Party on August 18, 1989 "On measures to ensure the more effective use of the Azerbaijani language as the state language in the Azerbaijan SSR". However, the implementation of this decision was impossible due to the tensions and the start of destructive processes in the socio-political life of Azerbaijan. Therefore, the Law of the USSR on the Languages of the Peoples of the USSR, adopted on April 24, 1990, was unimportant" (Huseynov, F. 1979).

The representatives of the school advised to start the study of the language from the high level of the language structure and move on to the analysis of the lower level. According to them, only in this way the functional meaningfulness of individual language events and forms cannot escape the linguist's attention. However, the representatives of the school do not reject the opposite, i.e. starting the analysis from the lower level to the higher level, but they do not consider such an analysis appropriate (2014). Although representatives of the London school of structural linguistics have published several books on the study of the grammatical level, this issue has been less elaborated by them. According to London linguists, grammar mainly deals with closed systems. Anything that cannot be included in these closed systems is the subject of research in lexicology. In a narrow sense, they consider grammar to be a branch of linguistics opposed to phonetics. According to London structural linguists, grammar, like all levels of language structure, reflects only linguistic meaning, so it should be studied without reference to semantic factors (2014).

Abulfaz Rajabli is one of the scientists, perhaps the first, who has a special place in the development of theoretical linguistics in Azerbaijan. The professor's works related to the history of linguistics and the theory of linguistics are the most valuable and irreplaceable works related to the study of linguistics in Azerbaijan. A. Rajabli has conducted serious research on language theory. General theoretical linguistic issues occupy an important place in Professor Abulfaz

Rajabli's work. His works stand out in Azerbaijani linguistics. The role of society in the development of language by Abulfaz Rajabli, the essence of language, the methods used in language research, sociolinguistic methods, the concept of structural linguistics, linguistic views of F.dö Sössür, the works of the founder of theoretical linguistics, V. von Humboldt, related to theoretical linguistics, the method of using country studies factors in the study of foreign languages and methods, researching the history of the ancient Turkic tribes, the history of the Goyturk and ancient Uyghur states created by them in the early Middle Ages, the history of linguistics and other issues, means to measure what cannot be measured (Azizova, P. 2015).

The linguist investigated the mentioned issues in detail in his works. The professor's works are selected from similar universal linguistics studies based on the breadth of the topic, the number of problems, and scope.

## CHAPTER II. METHODOLOGY

The main topic of the research is aimed at investigating the position and usage trend of English language in language policy and planning in Azerbaijan. So, in our country, English is given a great place as a foreign language. The number of English sections in the educational process is increasing. At the same time, we are witnessing that preference is given to those who already know this language in workplaces.

It is no coincidence that this language is gaining importance in our country, which is developing day by day and the process of integration into the world is progressing. In particular, it is important to introduce many foreign languages to the world, as well as to create a foundation for the revival of the tourism sector in our country. English is used as a foreign language in more than half of the world's countries.

The working hypothesis of the study is formulated as follows:

- the importance of language has played a significant role throughout the history of our country.
- in order to establish the degree of ensuring the implementation of this policy, it is necessary to adhere to the principles and requirements that have been set in regards to the given problem.
- previous studies were reviewed and new results were obtained.
- if interactive learning methods that require cognitive activity are effectively used, students can acquire comprehensive oral and written speech skills, thereby maximizing their interest in language learning.

The research questions posed in the study are as follows:

1. What is the level of language policy in our country today?
2. How has the history of Azerbaijan's language policy developed from the past to the present?
3. At what level is English used today?
4. How is English taught in education?
5. How is the development level of this language progressing?

So, if we take into account that students who apply to foreign countries to continue their education within the framework of state programs, when they return to the country after a while, they are already trained as ready-made personnel.

Considering the topicality of the topic at a time when language policy is developing so rapidly, it is conducted research in this direction. In this research work, we got acquainted with the works, articles and books of previous researchers. It was reviewed their assessment of the

language policy of Azerbaijan throughout history. So, in our country with a long and glorious history, we witnessed different strategies in different periods. Taking advantage of these approaches, It was allocated a number of extensive information in the theoretical part of the research.

A comprehensive education system in Azerbaijani language has been formed, encyclopedias have been published, works of world literature and public opinion luminaries have been translated into Azerbaijani language. The constitutional law “On the independence of the Azerbaijan Soviet Socialist Republic” was adopted for the first time on September 23, 1989, at the session of the Supreme Institution of the Azerbaijan SSR. Article 13 of the same law has once again confirmed that the Azerbaijani language is the state language.

After studying the works of all these researchers, it was decided to organize a survey to measure the importance of the English language in language policy today. The survey consisted of 15 questions. The results were added to the study. The questions are as follows:

1. Age

- a) 18-29
- b) 25-35
- c) 35-40
- d) 40+

2. How many hours are allocated for teaching for English classes per week?

- a) 1
- b) 2
- c) 3
- d) 4

3. How much attention is paid to teaching English at school?

- a) Much
- b) Little
- c) No importance is given

4. Institution I work for (or study for):

- a) Private school
- b) Public school

c) University

5. What level of English do school students have when they finish school?

- a) elementary
- b) pre-intermediate
- c) intermediate
- d) upper-intermediate

6. How often students apply for foreign universities?

- a) often
- b) rarely
- c) never

7. Why students apply for foreign universities?

8. In what rate students apply for foreign universities?

9. Is school enough to learn English?

- a) Strongly agree
- b) Neutral
- c) Disagree
- d) Strongly disagree

10. How important is knowing English to get a good job in our country?

- a) Of course, it's very important
- b) I think it is not important in Azerbaijan.
- c) You can find a good job even without knowing the language

11. Has the number of jobs requiring English increased in Azerbaijan last decade?

- a) yes
- b) no
- c) do not know

12. What is the reason for the increase in the number of jobs requiring English?

13. Does knowing English in Azerbaijan affect salary growth?

- a) Yes
- b) No
- c) Do not know any information

14. Is the level of learning English in Azerbaijan compatible with the level of demand?

- a) yes
- b) no

15. What is the prevalence of English compared to Russian in our country?

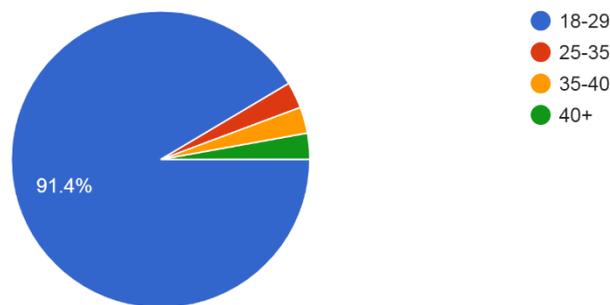
An analysis was made on the results of the survey.

### CHAPTER III. RESULT AND DISCUSSION

Based on the questions presented in the previous section, a survey was developed using a Google form, and this survey was conducted among 35 people of various age groups. The minimum age limit of the respondents participating in the survey is 18 and the maximum is 40+.

*Figure 3.1. Age statistic*

1. Age  
35 responses

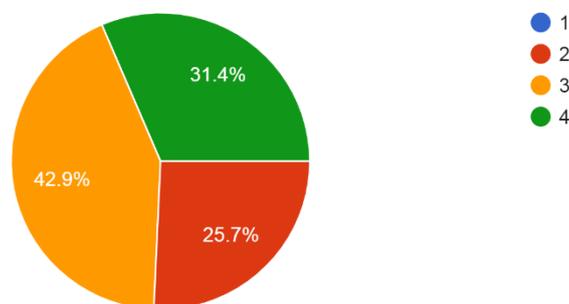


The graph above visually presents the age range of the survey participants. As can be seen here, the vast majority of respondents are in the 18-29 age range.

The second question of the survey aims to determine how many hours are devoted to English. The response rate to the said question is reflected in the following figure:

*Figure 3.2. Survey result of second question*

2. How many hours are allocated for teaching for English classes per week?  
35 responses



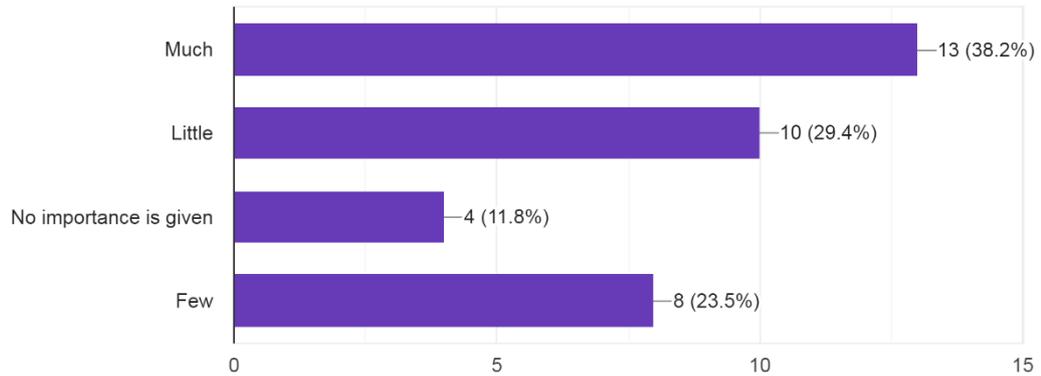
The law provided freedom for citizens of the Azerbaijan Republic to choose a language for education, as in Soviet times. The innovation was the study of the Turkish language, the state language of the Republic of Azerbaijan, as a compulsory subject. Article 4, which

constitutes the procedure for responding to suggestions, applications and complaints sent by citizens of the Azerbaijan Republic only to Turkish bodies, can be considered as one of the innovations of the law. Next, Here consider the answer ratio to the 3rd question:

*Figure 3.3. Result of third question*

3. How much attention is paid to teaching English at school?

34 responses



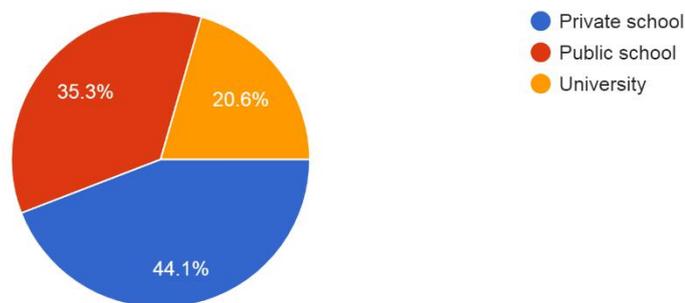
We compiled the above question to assess the current level of English in schools today. And if we look at the answers, it is heartening that most of the respondents chose to devote a lot of attention to this subject.

We were interested in finding out where survey participants worked or studied. As a result, we would analyze their opinions, and we were interested in the chance to get to know these people, even in absentia. For this purpose, It was formulated the following question:

*Figure 3.4. Statistic of work (or study) result*

4. Instution I work for (or study for):

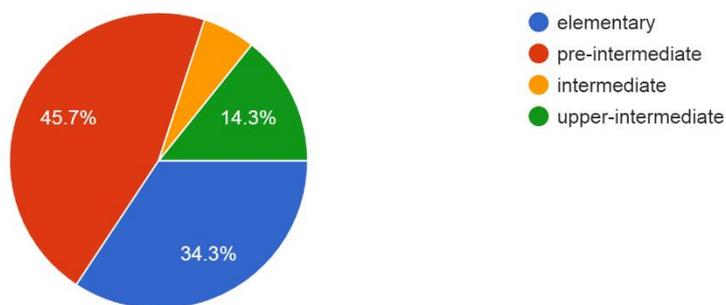
34 responses



Recently, the opening of massively organized English language sectors in universities created a desire to get information about the language level of school-leaving children. For this purpose, this type of question was added to the survey. And below is the response rate:

*Figure 3.5. Level of English*

5. What level of English do school students have when they finish school?  
35 responses



A fertile ground was created for the implementation and free development of the state language in Azerbaijan, and this process started after the republic gained its independence. It was of great legal importance that the Azerbaijani language received the status of an official language of the independent state in the first constitution of the Republic of Azerbaijan and reflected the truth. The decision of the President of the Republic of Azerbaijan Heydar Aliyev dated June 18, 2001 “On improving the use of the state language” ensured the establishment of the Azerbaijani language as the state language and eliminated the deficiencies in this field.

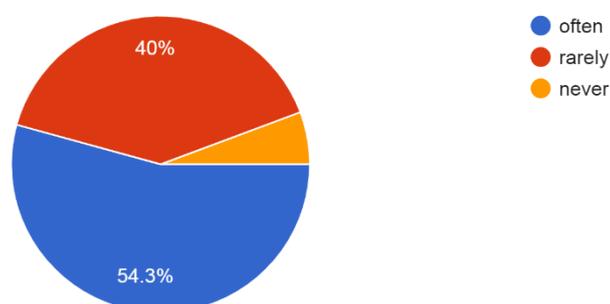
This decision of the President is an excellent state document, as well as a scientific resource that evaluates the historical path and current situation of the Azerbaijani language. The decree was provided by the President of the Azerbaijan Republic for the establishment of the State Language Commission to control the resolution process by a single central body, due to the need to coordinate and regulate the use of the state language. The commission was established by a decree of the President of the Republic of Azerbaijan dated July 4, 2001 and was a clear indication of the importance attached to the use of the state language in Azerbaijan.

The next question is formulated with reference to the fact that nowadays a large number of students go to study abroad. Here look at the answers that came:

Figure 3.6. Application frequency to foreign universities

6. How often students apply for foreign universities?

35 responses



From here, we see that most of the students often apply for studying abroad. Question 7 is designed as a continuation of the previous question to reveal it. From here, ideas about these reasons will be formed. Here take a look at the following response rate:

Because they think that the level of education employed in our country is less sufficient in compare with foreign universities

Most have no interest in improving themselves. They just desire to know how it feels to live in a foreign country.

The first reason is that they can get better education abroad. Secondly, they can improve their worldview and social skills by meeting new people from different cultures; it leads to their personal development.

Table 3.1. Reasons for applying to foreign universities

<b>1. Because they think that the level of education employed in our country is less sufficient in compare with foreign universities</b>
<b>2. Most have no interest in improving themselves. They just desire to know how it feels to live in a foreign country</b>
<b>3. The first reason is that they can get better education abroad. Secondly, they can improve their worldview and social skills by meeting new people from different cultures; it leads to their personal development.</b>
<b>4. For better education</b>
<b>5. It has many reasons. One of them is to get better education, because most of our native universities don't have high quality on education.</b>
<b>6. To get better education</b>
<b>7. For to improve their english language</b>
<b>8. They improve their acknowledgement</b>

- 
- 9. To get high quality education**

---

  - 10. Daha yaxşı təhsil üçün və seçimlərin çoxluğu**

---

  - 11. Quality education, career opportunities, new experiences**

---

  - 12. Because of the education and lifestyle he dreams of**

---

  - 13. For getting a better education**

---

  - 14. Because They dont have such a chance**

---

  - 15. Better life**

---

  - 16. Increasing their knowledge**

---

  - 17. as it creates more opportunities for future careers**

---

  - 18. Because education is better than our country**

---

  - 19. Because student want diffirent life**

---

  - 20. To increase their education and outlook**

---

  - 21. For living**

---

  - 22. Education in foreign universities is of better quality, and after graduation it is easier to find a job abroad, including in Azerbaijan.**

---

  - 23. For better living standards**

---

  - 24. They can't gain enough knowledge in Azerbaijan**

---

  - 25. For their further career**

---

  - 26. For exchanging knowledge and getting new experience**

---

  - 27. For different purposes: to acquire new enviroment, to get comprehensive educational results, to master their preferences and lack of proficiency in our universities**

---

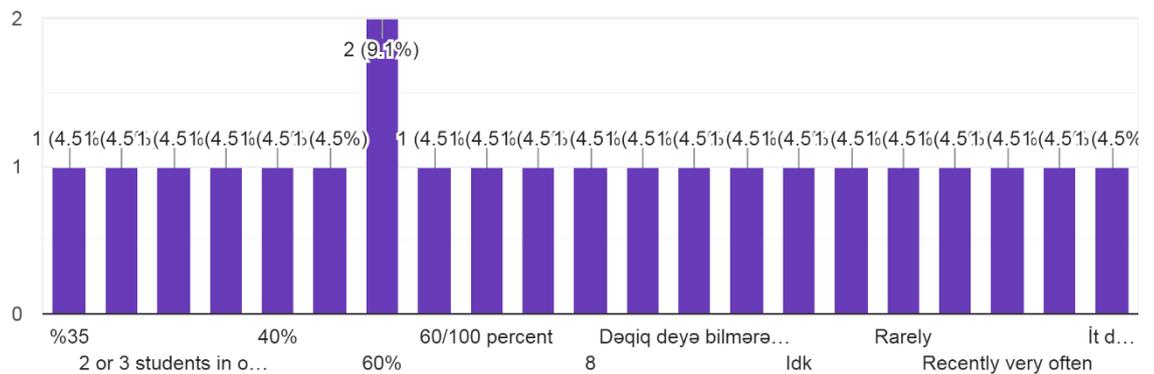
  - 28. They find our universities not enough**

As it can be seen here, only 28 out of 35 respondents shared their opinion on this question. The purpose of question 8 also serves to complete the previous two questions. Here take a look at the answers:

Figure 3.7. Rate of the students' application

8. In what rate students apply for foreign universities?

22 responses

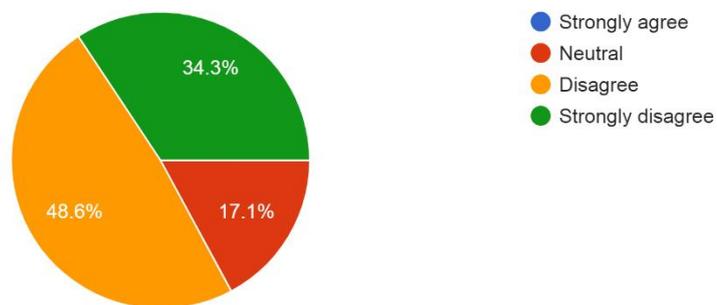


The next question aims to form an opinion on the extent to which schools are sufficient for learning English.

Figure 3.8. The degree of adequacy in school language teaching

9. Is school enough to learn English?

35 responses

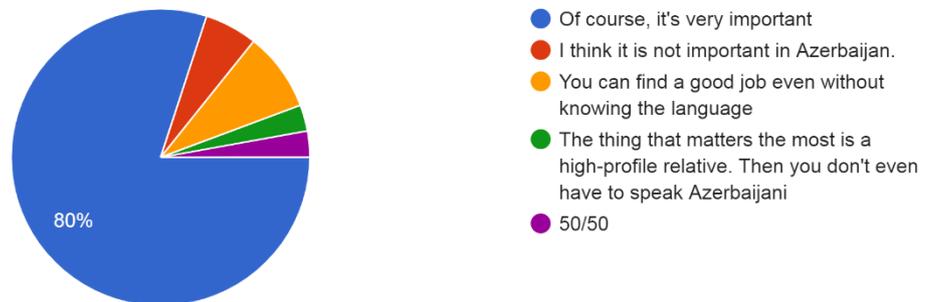


In order to find out how important the English language is in Azerbaijan It was added such a question to the survey. Here pay attention to the number of answers given by the respondents to this question:

Figure 3.9. Importance of language

10. How important is knowing English to get a good job in our country?

35 responses



It can be seen from the answers that 80% of the respondents emphasized that the English language is very important.

Data	
X Value	35
Confidence Level	97%

Intermediate Calculations	
Sample Size	15
Degrees of Freedom	6
t Value	2,828927862
XBar, Sample Mean of X	30,42857143
Sum of Squared Differences from XBar	1525,714286
Standard Error of the Estimate	7,467253104
h Statistic	0,080363831
Predicted Y (YHat)	33,86367041

For Average Y	
Interval Half Width	5,9884
Confidence Interval Lower Limit	27,8752
Confidence Interval Upper Limit	39,85210156

For Individual Response Y	
Interval Half Width	21,9567
Prediction Interval Lower Limit	11,9069
Prediction Interval Upper Limit	55,82040556

In general, a system of simultaneous (structural) equations is used in the study of relationships between economic indicators (dependent variables). Such models reflect the dependence between a large number of factors and, therefore, are more consistent with real economic processes. As mentioned in the previous chapter, one reason why regressors are correlated with random components is that there may be determinants that simultaneously affect both the regressors themselves and the variable measured in the recorded values of the regressors.

In other words, the values of the explained variable and the regressor in the considered economic situation are simultaneously formed by the influence of external factors. This means that the considered model is not complete. It should be completed with additional equations so that the regressors themselves are the variables analyzed in these equations. Therefore, it is necessary to study the system of simultaneous equations.

Based on the data, our respondent number is 35. In total, 15 questions were prepared. According to general statistical indicators, as a result of Confident level calculation, we get the following results:

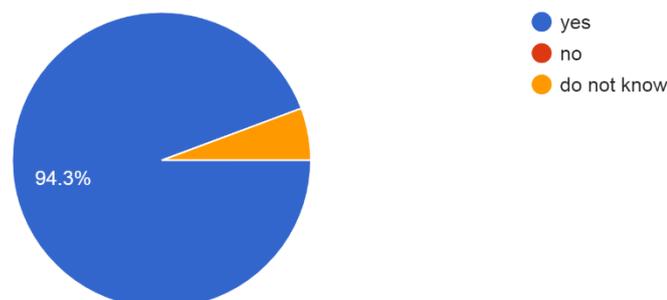
*Table 3.2. Intermediate calculations*

It was asked people about this in order to determine the development trend of the demand for this language in the last ten years. The mentioned question and the answers to this question are shown below:

*Figure 3.10. Last decade statistic*

11. Has the number of jobs requiring English increased in Azerbaijan last decade?

35 responses



“What is the reason for the increase in the number of jobs requiring English?” each of the 35 respondents did not answer the question. Only 24 of them did not hesitate to share their opinion about the question. The answers given are listed below:

*Table 3.3. Reasons for the increasing in the number of jobs requiring English*

<b>1.</b>	<b>Because it is a global language</b>
<b>2.</b>	<b>The idea that "others require this, so it must be beneficial"</b>
<b>3.</b>	<b>Most of company co-porate with foreign ones and they try to expand their relations and in this case they need such workers known English, so English plays an important role.</b>
<b>4.</b>	<b>English is a key for abroad</b>
<b>5.</b>	<b>Globalization</b>
<b>6.</b>	<b>So this language is international language</b>
<b>7.</b>	<b>Because it is previlage</b>
<b>8.</b>	<b>Ölkəmizin xarici ölkələrlə əlaqəsi, xarici vətəndaşların ölkəmizə gəlməsi</b>
<b>9.</b>	<b>English is a global language. In order to get a job with high salary students need to learn English</b>
<b>10.</b>	<b>English has been accepted as the main foreign language in most countries.This, in turn, is taken as a basis in companies.</b>
<b>11.</b>	<b>Maximum of business contracts, deals, and even product descriptions are written in the English language. So, to stay updated and understand the language of business throughout the world, it is important to learn English.</b>
<b>12.</b>	<b>It is an international language</b>
<b>13.</b>	<b>For communication</b>
<b>14.</b>	<b>English is international language .</b>
<b>15.</b>	<b>integration of our country into other developed countries</b>
<b>16.</b>	<b>Because this language is minded</b>
<b>17.</b>	<b>Since most of the information and books on the Internet are in English, in addition, international agreements, official letters and online negotiations are predominantly in English.</b>
<b>18.</b>	<b>Idk</b>

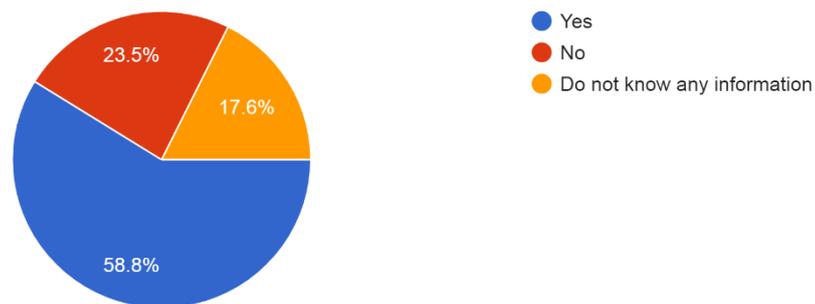
- 
- 19. As the number of jobs related to foreign countries increases, the demand for English also increases.**
- 
- 20. Since it's a global language, it is the main key for the real world,technology**
- 
- 21. English is international language all over the world**
- 
- 22. Meeting the demands of employment**
- 
- 23. Globalisation**
- 
- 24. That's the result of internalization. Knowing English provides us several opportunities**
- 

But what effect does language knowledge have on the salary we receive in our country? To find out, the response rate to the following question is shown:

*Figure 3.11. Affection salary growth knowing English*

13. Does knowing English in Azerbaijan affect salary growth?

34 responses

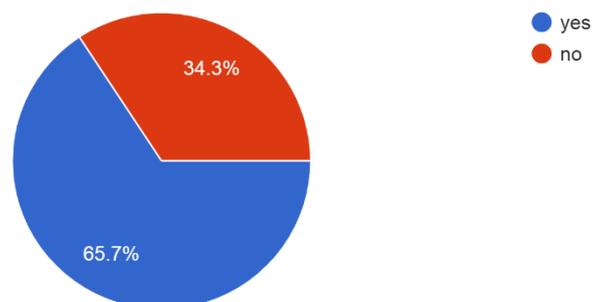


Again, the majority answered yes to this question. Here look at the answers to the next question:

*Figure 3.12. Compatibility of English language skills with demand*

14. Is the level of learning English in Azerbaijan compatible with the level of demand?

35 responses



The last question serves to study the extent to which the English language is spread compared to the Russian language, which has been dominant in our country for a long time. So, even today, Russian is required in many places. Here take a look at the following answers:

*Table 3.4. The extent to which the English language is spread compared to the Russian language*

---

<b>1. It is surpassing Russian</b>
<b>2. English never prevailed Russian in Azerbaijan. Have you taken a walk in Nizami street (aka Targovy) in Baku? It's even hard to find someone who speaks Azerbaijani. Everyone speaks Russian.</b>
<b>3. In our country, the number of people known Russian is more than people known English, because our country had comprised Soviet Union for 70 years.</b>
<b>4. Recently, demands for English are wider than Russian</b>
<b>5. Don't know</b>
<b>6. I don t know</b>
<b>7. English is superior.</b>
<b>8. İngilis dili rus dilinə nisbətən daha çox istifadə olunur</b>
<b>9. After gaining independence, the status of the Russian language in Azerbaijani schools is equated with foreign language. English is a global language. It is taught as a foreign or second language in Azerbaijan</b>
<b>10. In my opinion, the Russian language is as necessary as the English languageThe reason for this is that Russian is used as a document or the main spoken language from the time of the USSR until now.</b>
<b>11. English is now more international.</b>
<b>12. I dont know</b>
<b>13. 70%-English ,30%-Russian</b>
<b>14. Russian language is demanded in government sector.</b>
<b>15. In my opinion, in the near future, the competition of English language will surpass the Russian language</b>
<b>16. Although most of the people in our country know Russian, recently the number of people learning English is increasing.</b>
<b>17. Idk</b>
<b>18. It is mainly required Russian to be fluent, english is an advantage.</b>
<b>19. Those who learn English are high in comparison with Russian learners</b>
<b>20. Nowadays English is more important than Russian</b>

---

---

**21. Because Russian language is also considered one of the important language in Azerbaijan. Some people use it for interaction. But English as an international language have become more essential in recent years.**

---

**22. English is more important**

---

**23. However, both of them are used in our country, we are witnessing that the demand for the English language gains an upper hand over Russian**

---

**24. Least important**

---

In parameter estimation of pairwise and multivariate linear regression models, it was assumed in terms of Gauss-Markov theorem that independent variables are not random quantities. Here we consider the case where the regressors are stochastic. Thus, in the study of most economic processes, it is necessary to consider the case of randomness of independent variables. There may be some random errors in the measurement of the values of these variables. Examples of such variables are average per capita income, average per capita demand, etc. can be shown. Their prices are determined by certain choices from the general population. Analogous situations can be randomly selected elements from the population as the initial data of the model. For example, when selections are made from a set of small enterprises engaged in retail trade, the characteristics of the selected enterprises can be viewed as the values of the independent variables of the model.

In such cases, the values of independent variables can be interpreted as random quantities subject to certain distribution laws. In addition, in the analysis of time series, the value of the studied quantity at time  $t$  may depend on its values at previous time moments. That is, in certain equations of the studied economic system, these values can be shown as independent values, in other cases as dependent variables. Therefore, it is necessary to consider models with stochastic regressors.

*Table 3.5. Calculations*

	<i>Calculations</i>	
<i>b1, b0 Coefficients</i>	0,7827	6,4699
<i>b1, b0 Standard Error</i>	0,1912	6,4656
R Square, Standard Error	0,7702	7,4673
<i>F, Residual df</i>	16,7617	5,0000
Regression SS, Residual SS	934,6292	278,7993
Confidence level	97%	
<i>t</i> Critical Value	3,0029	
Half Width <i>b0</i>	19,4154	
Half Width <i>b1</i>	0,5741	

It can be seen from here that if the volume of local production is increased by 1%, if the volumes of reserves and consumption do not change, the volume of imports in the regions will increase by 1.053%. Accordingly, other elasticity indicators can be interpreted. By comparing the average elasticity indicators with each other, the factors can be ranked according to their power to influence the result.

In the considered example, the largest influence on the volume of imports is the volume of domestic consumption, and the least influence is the change in reserves. Since each region has its own adaptation of factor values, the special elasticity coefficient of these regions can be found separately based on the expression.

Multivariate regression analysis is an extension of pairwise regression analysis to multivariate dependencies. However, there is a need to study new issues, so Here mention two of them. The first issue is the study of the influence of specific factors on the dependent variable, the determination of the limits of this influence, and the study of the influence of other factors. The second important issue is the issue of model specification, in which case the issues of which factors to include in the model and which to exclude from the model are important.

*Table 3.6. TOPSIS Method*

Types of tools	Effect		Damage		Utility		Cost	
	W1		W2		W3		W4	
	0,2	0,3	0,15	0,4	0,15	0,2	0,1	0,5
English	45	50	35	40	22	33	66	90
Azerbaijani	24	65	25	35	23	45	50	77
Russian	22	23	23	35	50	66	78	86
Others	12	35	21	32	60	75	68	73
$\sum X_{ij}^2$	3229	8479	2820	5074	7113	13095	17564	26754
$\sqrt{(\sum X_{ij}^2)}$	108,203512		88,84818512		142,1548452		210,5184077	

In the second step, the normalized matrix should be calculated. This method is called TOPSIS analysis. And it's done in just a few steps.

*Table 3.7. Normalized matrix*

Normalized matrix

0,1	0,3	0,25	0,4	0,15	0,2	0,1	0,5
0,4159	0,46209	0,393930388	0,450206	0,1547608	0,23214123	0,313511777	0,42752

0,2218	420,003	0,281378848	0,39393	0,1617954	0,31655622	0,237508922	0,36576
0,2033	0,21256	0,25886854	0,39393	0,3517291	0,46428245	0,370513918	0,40852
0,1109	0,32346	0,236358233	0,360165	0,422075	0,52759369	0,323012133	0,34676

0,0416	0,13863	0,098482597	0,180082	0,0232141	0,04642825	0,031351178	0,21376
0,0222	126,001	0,070344712	0,157572	0,0242693	0,06331124	0,023750892	0,18288
0,0203	0,06377	0,064717135	0,157572	0,0527594	0,09285649	0,037051392	0,20426
0,0111	0,09704	0,059089558	0,144066	0,0633112	0,10551874	0,032301213	0,17338

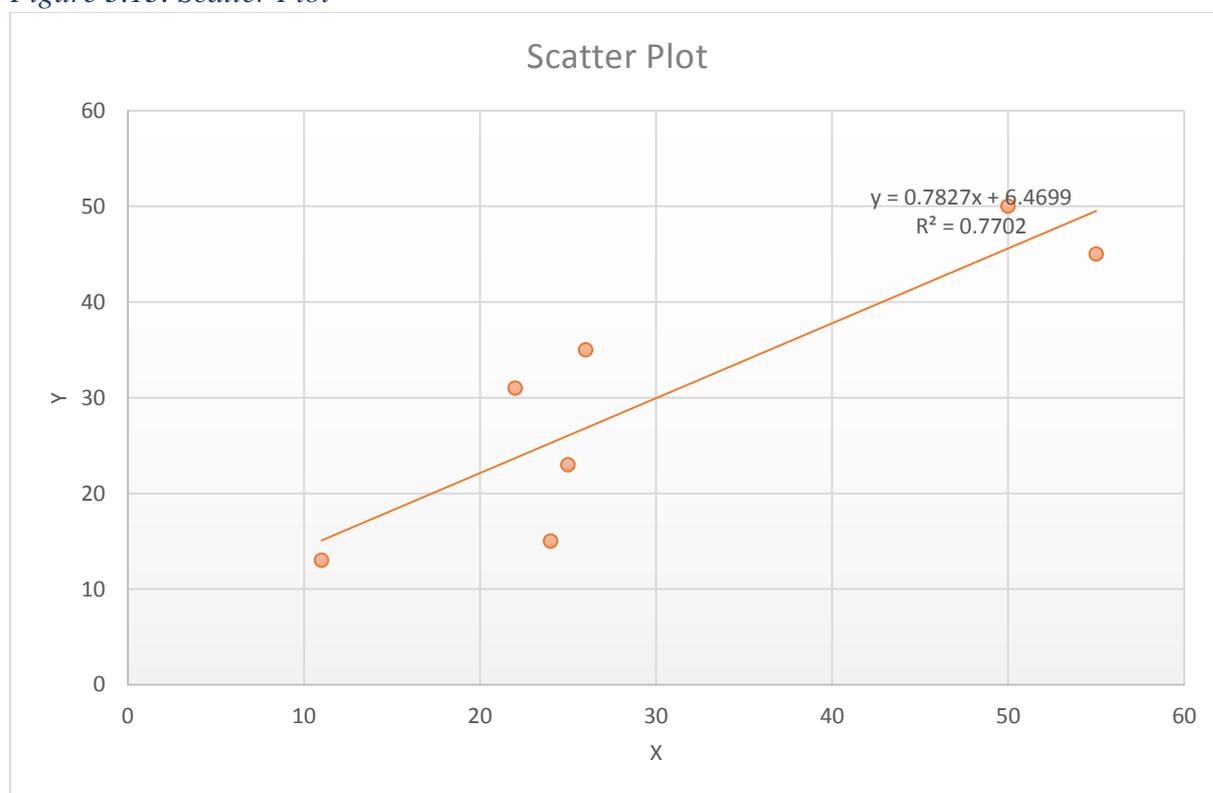
Here,  $(k + 1)$  number of equations and the same number of variables are obtained, and this system is solved by usual methods. However, from the point of view of the statistical approach, such a solution to the problem is not reliable, because the values obtained as a result of observation have certain errors. Therefore, the number of observations must be sufficiently greater than the number of parameters to obtain reliable estimates of the model's parameters.

Recently, there has been an increase in interest in learning foreign languages, especially among young people in our country. This can be considered as a result of the integration of our republic into the world. The participation of Azerbaijani companies in the world economy, the increase in the number of joint projects implemented by local businessmen with their foreign colleagues, the desire of more foreign companies to do business in Azerbaijan, the exchange of students, as well as the result of the development of the tourism business, have contributed to the history of Azerbaijan and the political history of foreign citizens. and increasing interest in cultural life is a clear example of this. In connection with this and other issues, the problem of learning a foreign language outside the language environment is becoming more urgent. The reason is that when any foreign language is learned outside the language environment, both the teacher and the learner face many difficulties.

For foreign language learners, it is important to have areas to apply the language they have learned and to develop their socio-cultural skills in order to use this language more successfully. Socio-cultural skills are "knowledge about the country of the language being studied, national-cultural characteristics, social and speech behavior of the speakers of that language, and the ability to use this knowledge while observing the customs, rules of conduct, etiquette requirements, social conditions and behavioral stereotypes of the speakers of the language" (Pinnock, H. 2018). The use of various types of video materials (artistic films,

various programs, animated films, etc.) can be an effective aid for language learners in solving this problem. The reason for this is the fact that these tools are easy to obtain and that they can be used as convenient, informative, universal visual aids.

Figure 3.13. Scatter Plot



It should also be noted that information technologies occupy a large and constantly expanding part of the communicative field of society in modern times, and as these technologies develop, people get most of the information from the environment mainly through video communications. For this reason, the use of video materials in the teaching process serves to increase the motivation of language learners. Bykova, a Russian scientist who has conducted extensive research in this field, believes that a foreign language learner outside the language environment: "...in order to interest students, training should be directed not from language to culture, but on the contrary, from culture to language. Culture is the hook that can hook students' interest." (Coleman, H. 2017).

One of the important conditions for learning a foreign language in a foreign language environment is the teacher's preference for intercultural dialogue. Because "...there is a close relationship between language teaching and intercultural communication. Each foreign language lesson can be evaluated as an environment that teaches the intersection of different cultures, the model of intercultural communication competence (Azam, M., Chin, A., Prakash, N. 2015). Considering what has been said, it is possible to show the advantages of using video materials in lessons. First of all, they act as an inexhaustible resource in the development of

oral speech. In foreign language teaching, this area is considered the weakest point, because students do not have the opportunity to hear the speech of native speakers outside the audience, and the only example for them is the teacher's speech. Oral speech observing video material is easier to master by students. In addition, video materials are the perfect means to demonstrate the use of live spoken language in various functional styles of this language. Live people appearing on the screen and their speech arouse more interest in students and are remembered faster. They improve students' linguistic, cultural, socio-cultural and intercultural communication.

Thus, the showing of feature films creates an emotional reaction in students, they learn about the everyday life, lifestyle, different historical periods, traditions, beliefs, holidays, etc. of the speakers of the language. creates an imagination (for example, scenes of national holidays shown in films), helps to understand the national characteristics of the attitude of representatives of another nation to each other, introduces the methods of showing emotions within the framework of etiquette specific to this nation: "Cinema is, first of all, a visual art , where psychological points are conveyed mainly by means of sound and visual effects, that is, the speech in the film is calculated to be presented at the same time with specific facial movements that help to understand the hidden meaning of each word, each line, and a detailed description of the circumstances in which the event took place."

## CONCLUSION

The conducted research showed us the importance and position of English as a foreign language in language policy in our country today. In particular, referring to the responses received as a result of the survey, it can be said that this policy is duly implemented.

At the session of the Supreme Soviet of the Azerbaijan SSR on August 21 of the same year, without informing the Central Committee, the constitutions of the Transcaucasian republics, an article on the state language in the system of unity of all socialist countries, became separate. The new article declared that “the state language of the Azerbaijan SSR is the Azerbaijani language”. On October 7, 1977, a new USSR constitution was adopted and, according to the Soviet state tradition, the allied republics had to accept their new constitutions. There is no article on the state language in the draft constitution of the Azerbaijan SSR published in the press. The model of the constitutions of the allied republics was given by Moscow, and the Center decided to end the separatism of the Caucasus in the unity of all socialist countries on the state language.

However, under the influence of the principled and determined attitude of the leaders of the Transcaucasian republics and public opinion in the republics, the Central Committee of the Communist Party of the Soviet Union had to make concessions. The constitutions of all three republics included an article on the state language. Article 73 of the Constitution of the Azerbaijan SSR, adopted on April 21, 1978, declared that “the state language of the Azerbaijan Soviet Socialist Republic is the Azerbaijani language”. The last document on the state language in the history of the Azerbaijan SSR is the decision of the Central Committee of the Azerbaijan Communist Party on August 18, 1989 “On measures to ensure more effective use of the Azerbaijani language as a state language in the Azerbaijan SSR”. However, the implementation of this decision was impossible due to the tensions and the onset of destructive processes in the socio-political life of Azerbaijan. Therefore, the USSR Law on the Languages of the Peoples of the USSR, adopted on April 24, 1990, was insignificant.

On October 18, 1991, the Republic of Azerbaijan declared its state independence and favorable conditions were created for the use of the Azerbaijani language as a full-fledged state language. However, due to the unpreparedness of government agencies, the work was carried out mainly in Russian for some time. After the Azerbaijan Popular Front came to power on May 15, 1992, for the first time in history, the state of Azerbaijan was governed in the mother tongue. In December of the same year, the state language was adopted in the Republic of Azerbaijan. The law restored the old and historical name of the Azerbaijani language and changed its name to "Turkish language". After the election of Heydar Aliyev as the Chairman

of the Supreme Institution of the Republic of Azerbaijan on June 15, 1993, the term "Azerbaijani language" was used instead of "Turkish language" in official circles.

It should be noted that during the AHC period, the term "Azerbaijani language" was used by a certain part of the population, including some intellectuals, because the term "Turkish language" was not adopted. Article 21 of the Constitution of the Azerbaijan Republic, adopted by popular vote on November 12, 1995, stated that the state language of the Azerbaijan Republic is the Azerbaijani language. On June 18, 2001, the President of the Republic of Azerbaijan adopted the decision "On improving the use of the state language in order to eliminate the deficiencies in the use of the Azerbaijani language as a state language". On September 30, 2002 Milli Majlis of the Republic of Azerbaijan adopted the Law of the Republic of Azerbaijan "On State Language in the Republic of Azerbaijan". With the signing of the law by the President of the Republic of Azerbaijan Heydar Aliyev, the Azerbaijani language gained the status of state language and was used in high-level state institutions.

English holds a significant position in language policy and planning in Azerbaijan. The conducted research and survey responses indicate that the language policy regarding English is effectively implemented. Throughout Azerbaijan's history, there have been various developments and shifts in language policy, especially during the Soviet era and after gaining independence. The Azerbaijani language was established as the state language, but concessions were made to recognize other languages, including English. The government has taken steps to promote the use and proficiency of English, considering its importance in global communication, education, and economic opportunities. However, it is essential to strike a balance between the promotion of English and the preservation of the Azerbaijani language and culture. The establishment of English as a foreign language demonstrates Azerbaijan's openness to international engagement and its recognition of the significance of English in the modern world. Overall, the place of English in language policy and planning in Azerbaijan reflects a pragmatic approach that seeks to integrate both national and international linguistic influences for the country's development and progress.

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