



AZƏRBAYCAN RESPUBLİKASININ TƏHSİL NAZİRLİYİ
MİNGƏÇEVİR DÖVLƏT UNİVERSİTETİ

**DAVAMLİ İNKİŞAF STRATEGİYASI: QLOBAL TRENDLƏR,
MİLLİ TƏCRÜBƏLƏR VƏ YENİ HƏDƏFLƏR**

I Beynəlxalq elmi konfransın materialları

Mingəçevir, 10-11 dekabr 2021-ci il

I CİLD

**SÜRDÜRÜLEBİLİR KALKINMA STRATEJİSİ: KÜRESEL
EĞİLİMLER, ULUSAL DENEYİMLER VE YENİ HEDEFLER**

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Mingəçevir, 10-11 Aralık 2021

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**SUSTAINABLE DEVELOPMENT STRATEGY: GLOBAL
TRENDS, NATIONAL EXPERIENCES AND NEW GOALS**

Proceedings of The First International Scientific Conference

Mingachevir, 10-11 December 2021

VOLUME I

**СТРАТЕГИЯ УСТОЙЧИВОГО РАЗВИТИЯ: ГЛОБАЛЬНЫЕ
ТРЕНДЫ, НАЦИОНАЛЬНЫЕ ОПЫТЫ И НОВЫЕ ЦЕЛИ**

Материалы I Международной научной конференции

Мингячевир, 10-11 декабря 2021 года

ТОМ I

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mövzusunda
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m a t e r i a l l a r ı

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I CİLD

Elmi konfrans “Ali təhsil müəssisələrində 2021-ci ildə keçiriləcək beynəlxalq və respublika səviyyəli elmi konfrans və simpoziumların siyahısı” barədə Azərbaycan Respublikası Təhsil Nazirliyinin 15 mart 2021-ci il tarixli, 03-11-271/15 nömrəli məktubuna uyğun olaraq keçirilmişdir.

MİNGƏÇEVİR

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Bilimsel konferans, Azerbaycan Cumhuriyeti Eğitim Bakanlığının 15 Mart 2021 tarih ve 03-11-271/15 sayılı "Yükseköğretim kurumlarında 2021'de Uluslararası ve ulusal düzeyde yapılacak bilimsel konferans ve sempozyumların listesi" konulu mektubuna uygun olarak yapılmıştır.

**THE MINISTRY OF EDUCATION OF THE REPUBLIC AZERBAIJAN
MINGECHEVIR STATE UNIVERSITY**

**p r o c e e d i n g s
of The First International Scientific Conference**

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The scientific conference was held in accordance with the letter of the Ministry of Education of the Republic of Azerbaijan dated March 15, 2021 and numbered 03-11-271/15 on the topic "List of scientific conferences and symposiums to be held in higher education institutions in 2021 at the international and national level".

MINGACHEVIR

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ АЗЕРБАЙДЖАНСКОЙ РЕСПУБЛИКИ
МИНГЯЧЕВИРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ**

**м а т е р и а л ы
I Международной научной конференции**

**СТРАТЕГИЯ УСТОЙЧИВОГО РАЗВИТИЯ: ГЛОБАЛЬНЫЕ
ТРЕНДЫ, НАЦИОНАЛЬНЫЕ ОПЫТЫ И НОВЫЕ ЦЕЛИ**

11-12 декабря 2021 года

ТОМ I

Научная конференция проведена в соответствии с письмом Министерства образования Азербайджанской Республики от 15 марта 2021 года № 03-11-271 / 15 о «Списке проводимых научных конференций и симпозиумов международного и национального уровня в высших учебных заведениях в 2021 году».

МИНГЯЧЕВИР

трансформаций относятся: редукция (еллипсис), добавление (вклинивание) компонентов; изменение коммуникативного типа предложения; парцелляция; контаминация; аллюзия. Например: The Republicans "deaf ears are a preexisting condition" [4] (словарная форма данной ФЕ – to fall on deaf ears – оставаться равнодушным (biganə qalmaq)).

Морфологические трансформации, происходящие на уровне грамматической формы, то есть состоят в замене грамматической формы одного или нескольких компонентов. Например: Baseball might beat American as apple pie, but the gold medal hopes of the US team proved to be pies in the sky on Friday night [3].

Словообразовательные трансформации компонентов ФО весьма ограничены и не отличаются разнообразием. Чаще всего это добавление словообразовательных аффиксов. Все вышеизложенное составляет основные особенности употребления фразеологизмов в текстах средств массовой информации.

Проанализировав использование фразеологизмов в английских периодических изданиях, можно заключить, что использование традиционных, базовых фразеологических единиц заметно сокращается, тогда как количество трансформированных фразеологических единиц заметно увеличивается. Авторское трансформирование фразеологических единиц способствует большему контакту с читателем, для которого важна выразительность и образность, которую содержит тот или иной трансформированный фразеологизм.

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A brief theoretical study of sentence stress

Amina Safarzadeh

Azerbaijan University of Languages

Doctoral student of Khazar University

amina.safarzade@mail.ru

One of the most basic and very effective means of determining the degree of importance of words in a sentence is a sentence stress. Errors in sentence stress very often lead to a violation of the basic principle of communication, namely the understanding of information and the adequacy of the reaction to this information. What does it mean to read or pronounce a sentence according to the norms of modern English? This means being able not only to flawlessly, correctly articulate all sounds and combinations of sounds, but also to be able to correctly place stress in a given sentence, maintain the rhythm characteristic of an English sentence, and also choose the right terminal tone

that determines the syntactic or communicative type of the sentence (i.e. whether the sentence is affirmative, interrogative, exclamatory, whether it expresses a polite request or order). As shown by numerous studies of scientists, as well as practical experience in teaching a language, stress is easily perceived by ear. This property of stress that it serves as an effective means of highlighting words in a sentence. What is a sentence stress? By sentence stress, we mean the totality of all stresses in a sentence.

In connected speech we do not hear a stress on every word. Some words lose their stresses, especially when we talk quickly, other words keep their stresses and these stressed syllables form what is called sentence stress [2, p.61].

Sentence stress is the relative degree of force given to the various words in a sentence. Nevertheless, not all the words that take stress in isolation are accented in connected speech. Some stresses are retained, according to the importance the word has in the sentence [1, p.1].

Sentence stress is a domain that goes beyond the simple word and its accent, covering prominence relations within lexical compounds and syntactic phrases [3, p.1]

As a result of experimental studies, it was found that the effect of sentence stress is created due to the action of certain acoustic components of sentence stress. The emphasis of a syllable is carried out through changes in the degree of tension (i.e., in the strength of articulation) of the stressed syllable (which usually increases), as well as due to the difference in the duration and pitch of adjacent syllables. It is the changes in the pitch of the main tone in combination with the strength of articulation that create the alternation of stronger and weaker syllables and a certain melodic pattern. It is very important to note that the effect of sentence stress is inextricably linked with the movement of the voice tone.

In English, one word in a syntagma is the most important for conveying the content of a given syntagma. It is on this word that the last stress in the syntagma falls, and the same word is certainly formed with a certain communicative tone. Thus, in the most important word in meaning, the melodic curve “breaks” (down or up), that is, this word is pronounced with a falling or rising tone, which, in combination with sentence stress, determines the emphasis of the given word. The stress of words in the syntagma up to the last stressed word is also achieved, as mentioned above, by the interaction of the strength of articulation and the pitch of the main tone in the stressed syllable. However, in the last stressed word, the melodic component acquires a much greater significance, since it contributes to the highlighting of the main word in the syntagma. It should also be noted that in the sentence stress the melodic component is manifested more clearly than, for example, in the word stress, since its action is activated here under the influence of the sentence intonation. As for the duration as a component of stress, it also plays a significant role in the implementation of sentence stress. Moreover, experimental data show that in a number of cases it is the duration that can act as the main means of stress.

At the same time, it is necessary to pay attention to the degree of tension and the pitch of the stressed words preceding the last stressed word. The words following the main stressed word (these also include introductory words and word groups) are melodiously subordinate to the terminal tone. In a falling tone, they are pronounced either at the same level, or continue to decrease. In a rising tone, such words continue to rise. As for the degree of stress of such words (or groups), they can be pronounced either without stress at all, or with a secondary stress – this depends on the degree of their importance for the expression of a given meaning. Comparing word stress with sentence stress, scientists came to the conclusion that between these two types of stress, a commonality is found primarily in the strength component, that is, the stressed syllable of an isolated word and the same word under stress in a sentence is distinguished by a higher degree of tension of the articulation of this word.

As mentioned above, the melodic component is found much more clearly in the sentence stress. Duration is included in both word and sentence stress, while in the latter there is an elongation of even historically long vowels, as well as a contrasting contraction of vowels. The so-called “overlong” and “super-short” vowels serve as means of emphatic sentence stress.

Using the ready-made phonetic and accent structure of the words that are part of it, the sentence modifies it to one degree or another according to the accent-rhythmic laws of the English phrase. In addition to the differences in the components listed above, one should also note a guttural explosion (or a hard attack of a vowel, as it is sometimes called) at the beginning of the stressed syllable, which is used as one of the means of emphatic sentence stress, but is not characteristic of word stress. As for the quality of the vowel in the stressed syllable, it is included in the sentence along with the word in the form of its phonetic structure. Of particular importance are cases where the word is not emphasized, since here its phonetic structure can be preserved or changed to one degree or another.

If a word retains its word stress (without receiving sentence stress), then this means that it retains its phonetic and accent structure (i.e., strength, duration and quality). This circumstance is of great importance for understanding the presence of weak (reduced) forms of words, which are the result of the distribution of stress in the sentence. Thus, between word and sentence stress there are differences in the composition of their components, which is essential for understanding the effect of emphasis in a word or in a phrase.

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İsa Hüseynovun əsərlərində zoonimlər

*Aynurə Siyahxan qızı Bağirova
Sumqayıt Dövlət Universiteti
aynurebagirova8@gmail.com*

Zoonimlər dedikdə, əksərən bütün heyvan və quş növləri başa düşülür. Ümumi zoonimlər növ bildirir. Məsələn, quş növlərini bildirənlər: kəklik, durna, qırqovul, sərçə, göyərçin, bildirçin, qarğa, qartal, qaranquş, qumru və s. Xüsusi zoonimlər isə heyvanlara verilən “ad” – “ləqəb” səciyyəli adlardır. Məsələn, Sarıyal, Zilli, Qəmər, Alabaş, Dəmir, Topuş, Xallı və s. Azərbaycanın tarixi-inkişaf prosesində heyvan və quşların əksər növlərinə xüsusi ad-ləqəb vermədən geniş istifadə olunmuşdur [4, c.1, s.262]. Onomastika elmində zoonim ləqəb, zoonim təxəllüs, zoonimik adyektiv, zoonimik astionim, zoonimik hidronim, zoonimik komonim, zoonimik mikrosistem, zoonimik birləşmə, zoonimik oronim, zoonimik rəvayət, zoonimik morfologiya, zoonimik oykonim, zootoponim, zoo-oronim terminləri işlədilir [2, s.484]. Adətən, onomastikada zoonimləri antropozoonimlərə və topo-zoonimlərə bölürlər [3, s.59].

Orxon-Yenisey abidələrində Alp salçı, Torıq at, Az yağı, Akat adlı xüsusi zoonimlər işlənmişdir [12, s.61-65]. A.M.Qurbanov yazır ki, zoonimlərdən ibarət leksikanın araşdırılması belə bir fikir söyləməyə əsas verir ki, Azərbaycan dilində zooloji ad tərkibində at və it adları kəmiyyətə digərlərindən fərqlənir. At və it adlarının nisbətən inkişaf etməsi, bizcə, üç səbəblə bağlıdır.

Əvvəla, onlar totemik anlayış bildirmişlər. Məlumdur ki, türkdilli xalqlar üçün ev heyvanlarından at və it totem kimi daha xarakterik olmuşdur. At və it adlarından ibarət zooloji leksikanın zənginliyi də bununla bağlıdır.

İkincisi, xalqın maldarlıq, qoyunçuluq fəaliyyəti, sənət-peşə sahəsi də burada mühüm rola malikdir.