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ASSIMILATION

OF NEW KNOWLEDGE IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE BASED ON PRAGMA-DIDACTIC TRAINING

ASIMILACIÓN DE NUEVOS CONOCIMIENTOS EN EL PROCESO DE ENSEÑANZA DE UNA LENGUA EXTRANJERA BASADA EN LA FORMACIÓN PRAGMA-DIDÁCTICA

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ABSTRACT

Today, the modern system of teaching foreign languages in Azerbaijan is characterized by the fact that language skills have become an urgent need for wide sections of society and create favorable conditions for the development of communication skills. The variety of new teaching methods and tools in higher education institutions imposes new requirements on the professional training of foreign language teachers, so it is considered necessary to create a possible methodical system for being able to act consciously in accordance with new technologies. In the educational process, communicative competence is already applied, which forms communication. One of the components forming this communicative competence - pragmatic didactic training - has become a modern research area of foreign language teaching methodology based on the theory and method of teaching intercultural communication. At the intersection of pragmatics, sociolinguistics, and foreign language teaching methods, pragmatic didactic training is defined as a new direction in technological methodology. In this paper we discuss the most relevant elements of foreign language teaching from a pragmatic-didactic perspective, pointing out challenges and/or opportunities in the context of Azerbaijan. We found that the purpose of pragmatic didactic training is to study the problems of communicative competence-based teaching, which allows students to adequately participate in real intercultural communication depending on the communication conditions (formal and informal). A foreign language learned with new learning technology allows future linguists to participate in real intercultural communication in various situations, a necessary aspect for the successful functioning of students.

Keywords: Intercultural communication, Communicative activity, Language skills, Sociocultural competence, Pragmatic aspect.

RESUMEN

En la actualidad, el sistema moderno de enseñanza de lenguas extranjeras en Azerbaiyán se caracteriza por el hecho de que las habilidades lingüísticas se han convertido en una necesidad urgente para amplios sectores de la sociedad y crean condiciones favorables para el desarrollo de las habilidades comunicativas. La variedad de nuevos métodos y herramientas de enseñanza en las instituciones de educación superior impone nuevos requisitos a la formación profesional de los profesores de lenguas extranjeras, por lo que se considera necesario crear un posible sistema metódico para poder actuar conscientemente de acuerdo con las nuevas tecnologías. En el proceso educativo, ya se aplica la competencia comunicativa, que forma la comunicación. Uno de los componentes que forman esta competencia comunicativa - la formación didáctica pragmática - se ha convertido en un área de investigación moderna de la metodología de enseñanza de lenguas extranjeras basada en la teoría y el método de enseñanza de la comunicación intercultural. En la intersección de la pragmática, la sociolingüística y los métodos de enseñanza de lenguas extranjeras, la formación didáctica pragmática se define como una nueva dirección en la metodología tecnológica. En este artículo se discute los elementos más relevantes de la enseñanza de lenguas extranjeras desde una perspectiva pragmático-didáctica,

señalando desafíos y/o oportunidades en el contexto de Azerbaiyán. Se ha constatado que el objetivo de la formación didáctica pragmática es estudiar los problemas de la enseñanza basada en la competencia comunicativa, que permite a los estudiantes participar adecuadamente en la comunicación intercultural real en función de las condiciones de comunicación (formal e informal). Una lengua extranjera aprendida con nuevas tecnologías de aprendizaje permite a los futuros lingüistas participar en la comunicación intercultural real en diversas situaciones, un aspecto necesario para el funcionamiento exitoso de los estudiantes.

Palabras clave: Comunicación intercultural, Actividad comunicativa, Habilidades lingüísticas, Competencia socio-cultural, Aspecto pragmático.

INTRODUCTION

In the system of organizing international cultural relations in the Republic of Azerbaijan, in addition to state institutions, international organizations, public-social institutions, and personal activities of individual people occupy an important place. Education plays an important role in fulfilling this task (Aliyev & Aliyeva, 2024). New socio-economic and political situations require communication in a foreign language, so acquiring high skills in all spheres of communication is important (Johnson, 2024). One of the problems of learning a foreign language in our country is the acquisition of a second language. In the social aspect, language acquisition is the activation of knowledge and skills in the process of creating and developing communicative habits. The problems of developing this knowledge, these skills, and these habits in the social aspect are the focus of many linguists such as Veysalli, Huseynzade, Shiraliyev, Passov, Ter-Minasova, Jakobson, Neuner, Hans, Roxe, Haymes, Levinson, and others.

The communicative competence-oriented learning of a foreign language, which is important for university students as a requirement of our modern times, is aimed at a necessary issue, along with the teaching of this field in a pragmatic aspect, as well as a theoretical study of this field (Hartshorne et al., 2018). Nevertheless, the attention of linguists is always focused on the social-communicative aspect of verbal communication, that is, the speech of the language bearers of different societies.

In recent years, efforts have been made to renew approaches at different levels based on the content of state education standards in Azerbaijan (Ilyasov et al., 2023). Based on this system of approaches, it is proposed to redesign lesson models for foreign language teaching. The

analysis of the new lesson models developed evaluates the quality issues of education in terms of competence and shows their relevance. The process of developing new lesson models in Azerbaijan connects the adaptation of the European education system with the realities and policies of various types of educational institutions, reflect the institutions' wishes regarding integration issues (Mammadova & Valiyev, 2020).

Thus, in the rapidly developing world, the educational system faces the task of determining the goals of preparing foreign language specialists for professional activity and comprehensively shaping their results. In this regard, at the current stage of social development, to close the distance between education and life and to overcome difficulties, there is a need to explain and apply the concept of "competence" in the acquisition of foreign languages in a new sense (Sheng, 2024). Forming "communicative" skills in "competency"-based foreign language teaching, which allows for appropriate forms of communication, means making an important contribution to modern education. The solution to the problem we are investigating is aimed at the improvement and reconstruction of foreign language teaching and the implementation of communicative training that is relevant today (Garibova, 2022).

Considering the above, in this article, we examine the key aspects of foreign language teaching from a pragmatic-didactic perspective, highlighting the challenges and/or opportunities within the context of Azerbaijan. It is known that communicative competence training in the learning process is justified as a communication relationship of interconnected activities to achieve certain educational goals for teachers and students. Communication-oriented training includes the teaching work of the teacher and the organization of students' knowledge activities, their interaction, as well as the characteristics of the training work to achieve the goals of educational development. In order to accomplish this, motivation and emotional states, such as anxiety and enjoyment, play a significant role in second language learning. Students with a clear vision of their ideal future selves as proficient language users and who experience more enjoyment in learning tend to perform better and make more progress in their language skills (Isaeva et al., 2023; Saito et al., 2018). The attitudes and preparation of professors are also very relevant (Derakhshan & Zare, 2023; Liu et al., 2023), an aspect which has gained momentum due to the increasing development of tools like artificial intelligence, online courses, as well as a paradigm shift from traditional to up-to-date education methods.

MATERIALS AND METHODS

In the research process we addressed the problem of pragma-didactic training, a relevant topic in Azerbaijan. For this purpose, we used the analysis of scientific-theoretical literature sources; the study and generalization of the positive experiences of advanced teachers in teaching; but also we have explained the observation, the collection of facts, the identification of samples, and the reasons for the results obtained in scientific research. The work of selecting and systematizing materials from various sources in the conduct of research, in terms of its functionality, covers both the lower and upper levels of education and, at the same time, its use in the preparation of the results of scientific research works can be useful.

In this direction, the formation of speech skills such as listening, speaking, reading, and writing is a starting point for students. It is recommended to first work with original texts to solve the problems, and then study the process of conducting scientific research by preparing new teaching materials. It is in this process that listeners acquire the habit of acquiring and processing information independently. Such activities lead to the effective performance of scientific-theoretical analysis of the knowledge gained as a result of experience by students. In addition to providing general assistance to students in the relevant field, the available methodical resources will also guide them in working with texts, summarizing and identifying information, and conducting their prepared presentations. The research gives ample space to the intellectual creativity of students, the generalized form of ideas arising based on various opinions, the in-depth study of scientific and theoretical literature reflecting actual information and results about the investigated issue, extensive analysis of relevant statistical information, and answers to questions related to the topic in surveys and discussions.

As auxiliary research methods, we decided to use observation, interviews, or surveys (surveys among senior students); testing (experimental training - practicing the problem in depth and for a long time); and discussions with the students. Since it is impossible to reveal the reasons for the occurrence of an incident during observation, the interview method comes to our aid. Questions should be thought out to get the necessary facts through question-and-answer. We surveyed in different ways: oral, written, and free surveys. Thus, by spending little time during the research, the researcher has the opportunity to define their questions about the topic with written, oral, and free inquiry. However, conducting the survey requires special training of the researcher. These research methods allow for obtaining various information, and determining the

degree of acquisition of knowledge, skills, and habits by students.

RESULTS AND DISCUSSION

In connection with our research work, we consider it necessary to study several problems of intercultural competence on a pragmatic basis to ensure high-quality communication among university students in various functional and stylistic registers. In this regard Garibova (2022) highlights for example that the purpose of preparing the textbook "Methodology of Teaching German in Higher Schools" is to create friendly relations between peoples and strengthen these relations in the process of teaching a foreign language to the Azerbaijani-speaking audience, to teach the history, literature, art, economy, lifestyle, customs, and traditions of the target language people. The organization of such a lesson is the main factor determining the teaching of foreign languages in Azerbaijan.

Roxen's ideas about foreign culture based on his scientific-theoretical research in the book "The Acquisition of Foreign Languages and the Didactics of Foreign Languages" can be noted as follows: culture has long been a provider of additional information in these fields - history, literature, the economic situation of foreign countries, and others that may be required. The communicative approach in foreign language teaching as a part of the culture covers daily communication, country studies - society, their currencies, transport systems, living conditions, education system, etc. (Roche, 2020).

The famous Azerbaijani linguist Veysalli (2013) writes about pragmatics in his book "Basics of Linguistics": "Pragmatics is an aspect that studies the relationship between language signs and those who use them for communication purposes (speakers and listeners)". One of the most interesting areas of pragmatics is the speech act section because it is the speech act that allows us to reveal the meaning of any utterance.

On the other hand, professor Huseynzade (2001), who made great contributions to the education of Azerbaijan, in his book "Teaching Speech Communication in a Foreign Language" emphasized the pragmatic orientation of the methodology of foreign language teaching as a science as an effective field for better language acquisition. He means the linguistic (grammatical, discursive, social-cultural, and strategic) components of communicative competence of students in the studied foreign language and its acquisition at the level of native speakers.

Brown (1994) in his work "*Interactive Approach to Language Pedagogy*" notes that communicative competence can be obtained by using tasks that connect with

real life and require communication in the learning process. Teaching methods that ensure communicativeness create a basis for communication between students, the creation of high motivation during activity, and the sufficient performance of various communicative functions with interactivity.

The most important means of communication is language. The requirements for the formation of language skills are primarily the task of German language classes as a foreign language. In communicative competence-based teaching, language skills should be taught or developed through various speaking opportunities. In addition to verbal communication, non-verbal communication should not be neglected. It usually accompanies language unconsciously and can significantly influence communication. The concept of communication competence has resulted in the development of different teaching models between cognitive and basic interpersonal communication skills since the 1970s. According to linguistic researchers, its structural components are determined by linguistic, sociolinguistic, discursive, strategic, and sociocultural competencies (Huseynzade, 2001):

- Linguistic competence is one of the main components of communicative competence. Its content is the ability of a person to correctly construct grammatical forms and syntactic structures according to the norms of a certain language.
- Sociolinguistic competence implies the ability to choose the form and method of linguistic expression adequate to the conditions of the act of communication, that is, the communication situation, goals and intentions, and social and functional roles of communication partners.
- As for discursive competence, its content stems from the ability to use a certain communication strategy and tactics to construct and interpret related texts.
- Strategic competence is the key to success. It is about sending targeted messages to the target group to achieve the desired effect. Communication planning implements and evaluates the effectiveness of communication strategies. Successful communication can raise logical awareness, set long-term goals, and influence public opinion.
- Sociocultural competence consists of students' mastering the national-cultural characteristics of the country of the language they learn and the ability to build their speech and non-speech behavior according to these characteristics. Sociocultural competence is manifested in the student's ability to manage social situations, which finds its practical expression in the ability to establish and maintain relationships. Sociocultural competence-based teaching facilitates the use of the

language learned through pragmatic teaching in various spheres.

Teaching based on pragma-didactic learning

One of the components that form communicative competence is the teaching theory and method based on pragmatic communicative learning. In the foreign language teaching methodology, the study of intercultural communication based on pragmatic training is a new relevant direction. Methodological technologies of pragmadidactics, created at the intersection of pragmalinguistics, sociolinguistics, and linguodidactics, allow for effectively solving the problems of teaching communicative competence in a foreign language and rationally ensuring the pragmatization of students' foreign language speech using modern language material. By paying attention to the opinions of many scholars dealing with pragmatics, we came to the same conclusion:

- According to T.A. van Dijk's definition, pragmatics studies language in context and is an integral part of linguistic theory with a status comparable to syntax and semantics (van Dijk, 1989).
- Pragmatics studies the relationships between linguistic forms and those who use them, as well as the meanings expressed by speakers.
- Pragmatics studies the contextual meaning and examines ways to extract the most meaning from what is said (written, read, heard) (Veysalli, 2009).
- According to Jakobson's description of the sign concept:
 - a) symbols, indices, and icons are signs
 - b) differential signs also refer to signs
 - c) despite structural differences, he considers syntactic periods, differential signs, and whole discourse as signs.

Features of the sociolinguistic component according to the theory of linguistics

According to linguistic theory, when the processing of an utterance is determined by the context, it is possible to reveal its pragmatic meaning. For example, "What are you doing?" These expressions are questions asked to inquire about someone's current activity. They cannot be used during an acquaintance or a meeting. Therefore, the reality expressed by the saying should be compatible with the selected situation at this point. Thus, sociolinguistics, as a field derived from pragmatics, is a very new field that requires a lot of research compared to other fields of linguistics. Jenny Thomas and Geoffrey Leech have extensively studied the history of pragmatics. They interpret pragmatics as the study of linguistic expressions in different registers

for linguists and translators. It can be concluded that if modern linguistics involves learning language in communicative and interactive communication, sociopragmatics studies the ways of ensuring correct communication acts during this interaction. When talking about the specificity of the fields of science that make up the theory of foreign language teaching, we can note that this is related to the different attitudes of each of them to the main direction in research - oral communication ability.

It should be noted that linguistic didactics studies the problems related to the analysis, management, and modeling of language acquisition processes. In the content of the problem we are researching, the mechanisms of both local and target language acquisition and the explanation of structure-form processes are defined. For a specialist dealing with didactic issues, oral communication skills act as a strategic learning goal, and the subject of our presented methodology is the process of transferring the ability to communicate in the language and mastering learning conditions. Since every researcher deals with the formation of the ability to communicate in the target language, they must know the characteristics of the process of formation of this ability. However, methodology does not form knowledge; it takes it from other fields of knowledge and didactics. Realizing the importance of conducting linguistic didactic research, we cannot fail to point out the fallacy of associating pragmatic didactics only with linguistics. Even though linguistics is an important factor that forms the basis of the methodology of teaching foreign languages, it is necessary to take into account that the process of teaching the subject is also multifaceted. In the analysis of these problems, the linguistic didactic approach is based on the theory of linguistics and intercultural communication, the theory of second foreign language acquisition, psycholinguistics, and other such interdisciplinary information.

Linguodidactics acts as a methodological aspect of the theory of learning and defines the nature of speech activity as a social phenomenon, the nature of language, and the nature of communication based on the mechanisms of social interaction of individuals. The science tries to develop the foundations of foreign language teaching methodology in connection with various results of this process. The construction of the foreign language teaching model allows us to identify the necessary objective patterns, at the center of which is the bilingual and multicultural linguistic identity of the student. Thus, country studies is an important and integral element of intercultural language didactics. Their most basic principle is a mutual cultural process, a mutual language communication of real and target cultures. Knowledge, including methods,

formed based on the culture of the target country leads to purposeful use of previous knowledge, preparation of questions, and acquisition of interests. Students must ultimately succeed in understanding both cultures and language systems through the language in between (Roche, 2020).

As a science, linguodidactics tries to understand and describe the linguocognitive structure of personality, to justify its development conditions and regularities as a desired result in the process of teaching a foreign language, as well as to study its characteristics. Both language acquisition (linguistic features of a native speaker) and the interaction of subjects in this process, their nature (linguocultural), and the mechanism of their elimination are studied according to the teaching theory we present. Teaching in the context of multilingualism considers it necessary to study the characteristics of language acquisition, the individual and cultural characteristics of students, their age characteristics, and the factors that determine the completeness/incompleteness of language knowledge (Roche, 2020).

As a result, the relevance of linguodidactic research is determined by the creation of objective scientific bases for evaluating the efficiency of teaching methods and their further development. A linguist's knowledge of a foreign language as a specialty is required in cases where it is pragmatic, and the specialist can effectively use their foreign language skills in the field of professional activity. Students' pragmatic learning of a foreign language has become one of the acute problems of their language preparation. At the intersection of pragmatics, sociolinguistics, and foreign language teaching methods, pragmatic didactic teaching is defined as a new direction in methodology. The purpose of pragmadidactics is to study the problems of teaching communicative competence in a foreign language that allows students to adequately participate in real intercultural communication depending on the communication conditions (formal and informal).

Principles that ensure the formation of communicative speech skills in pragmatic didactic teaching

The main task in the teaching of pragmadidactics is the implementation of changes that ensure the development of the level of communication in this language and the preparation of language students in practice. Pragmadidactic teaching is the accurate expression of ideas using linguistic tools appropriate to the functional style of oral communication. The analysis of the goals and tasks of students' intercultural communicative competence, the development of intercultural skills, and the experience of teaching the German language give us the

basis that textbooks and teaching aids in the new training should lead to the formation of a creative personality, taking into account the pragmatic aspect of teaching foreign languages.

Therefore, the content of pragmatic teaching of foreign languages determines the expansion of students' intercultural knowledge, which means knowing and understanding the similarities and differences between the cultures of the native country and the cultures of other countries in the modern educational space. Also, it aims to gain knowledge and understanding of the regional and social diversity of both countries in the language being studied, as well as wider areas of world cultures. If we can enable students to use authentic language material in teaching a foreign language, allow future specialists to participate in real practice, and provide purposeful pragmatic training, the quality indicators of students' foreign language communicative competence will reach a higher level. This will result in intercultural communication that corresponds to the functional and stylistic register (formal, informal) (İbrahimov, 2013).

In the era of intercultural globalization, getting to know the culture of the language being studied, using the concepts of the country, and getting extensive information about daily habits and practices from the media and communication is extremely important as a professional competence acquired during training for the future specialist. Mastering the language in this way provides the ability to become a successful professional. It should be noted that information technologies, including the country's literature, art, films, and music, are primarily focused on the concept of getting to know cultures more closely. In this sense, we understand that the globalization of culture is organized based on the national interests of the state in the context of modern socialization, as well as people's daily habits and skills. In the context of culture, the mentioned areas are considered in a broader sense, mainly as a concept to describe national traditions within a country. New learning technologies mean that real information can find its way anywhere in the world in time. These technologies can prove that we are always available to communicate with people anywhere in the world, and we can collect information and experiences about tourists, students, migrants, international conferences, scientific workers, and others.

Thus, the goal of foreign language lessons should be to systematize linguistically appropriate country studies texts according to the curriculum and to form students' communicative skills according to the target language. The development of communicative competence in the pragmatic aspect among students in foreign language classes is more relevant today because Azerbaijan is

building increasingly close cultural and economic relations with Europe. This means that new opportunities are opening up for modern youth, and in connection with such changes, the state will need specialists from various fields who can speak any foreign language. The easiest way for young people to operate in various demanding fields in modern times is to acquire communicative competence. Communication competence can be formed and acquired as a result of the application of new techniques and methods to the teaching process using various training materials. In a general sense, in the process of teaching a foreign language, the methodology of assimilation of new knowledge based on pragmatic didactic training is the process of applying the teaching method of regular, systematic, and interconnected teaching of the language as a means of communication.

CONCLUSIONS

In the process of learning foreign languages, it is necessary to take into account the ability to use all types of speech activity to communicate in the target language, in other words, to develop the ability to acquire the language communicatively: reading, listening, speaking, and writing. Thus, during training, today's participant in the educational process should become the owner of certain individual characteristics (competencies), use them to acquire new knowledge, and apply this knowledge in solving various communicative problems. As a result, students' knowledge, skills, and habits should be determined by didactic-methodical principles, receptive communicative (listening and reading comprehension), and productive (oral speaking and written expression) skills. Speech (communication) skills are formed based on the leading component of communicative competence: linguistic and country studies knowledge.

The principle of communicative competence determines the selection of teaching material and the organization of the lesson: topics, areas of communication, possible communication relationships in the given conditions, appropriate teaching methods, critical description, composition of communicatively oriented lessons, learning strategies, and planning of linguistically appropriate, attractive lessons. Pragmadidactic training is of great importance in the formation of communicative competence in a foreign language, as it is of a practical nature, and students will be able to be active in such classes. Specifically, in the training, special attention should be paid to the development of the following skills of students: solving life problems; acquiring creative skills; acquiring knowledge about methods of operation; developing a taste for self-learning and self-improvement; the ability to foresee

problem situations and find solutions and the ability to communicate practically and actively.

Experience has shown that the pragmatic nature of the process of teaching a foreign language makes it possible to train an active person who knows how to respect the opinions of others at the same time. According to our research, the Azerbaijani teacher can achieve a successful result by using new technologies in their classes, as well as pragmatic competence in their activities. Thus, the presented training significantly intensifies the activity of students in the audience and teaches them to think.

Pragmadidactic training includes the orientation of the student's goals and aspirations, the implementation of the principle of connection with society, and the ideas of the individual. After the examination of teacher's experiences during the research we highlighted some problems which in turn open up new opportunities to improve teaching. In this regard, in the process of teaching a foreign language, the methodology of assimilation of new knowledge based on pragmadidactic training is of great relevance. However, it is also important to apply new learning technologies in national audiences, along with theoretical knowledge in teaching, to improve the quality of teaching.

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