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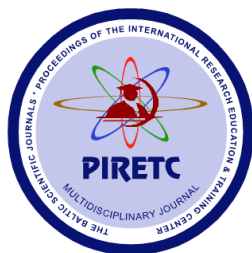
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"An investment in knowledge always pays the best interest." Benjamin Franklin

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MAIN DIRECTIONS OF INVESTMENT ATTRACTIVENESS IN AGROTOURISM

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ABSTRACT

This article shows the importance of the agrarian sector, in particular agrotourism. Here, pointed the main factors influencing the development of the tourism industry as a whole are identified. The main direction of agrotourism development is attraction of investments. Here were revealed the main characteristics and problems of the process of attracting investments.

Key words: agriculture, agrotourism, investment, sustainable development.

РЕЗЮМЕ

Агротуризм играет важную роль в активизации сельских районов. Его позиция и рыночная власть влияет на ряд внешних компонентов и механизмов. Территории Азербайджанской Республики чрезвычайно располагают к организации агротуризма, однако далеко не во всех районах этот вид туризма процветает. Наибольшее развитие агротуризм получил в северной части страны. На южных территориях страны агротуризм практически не развит, наименее развит в западных регионах страны. Несмотря на то, что агротуризм имеет позитивное воздействие на экономическое и социальное развитие сельских местностей, он также выявляет ряд связанных препятствий. Важным аспектом является повышение информативности местных общин о преимуществах развития этого несельскохозяйственного источника дохода. Только в этом случае это вызовет эффект мультипликатора, который в конечном итоге приведёт к сокращению безработицы, увеличению занятости в секторах обслуживания туристов, росту доходов, улучшению стандартов жизни и рабочих условий занятых в этой сфере.

Ключевые слова: сельское хозяйство, агротуризм, инвестиции, устойчивое развитие.

The ongoing economic processes show that each country, especially oil country, which thinks about perspective development, should focus on the development of the non-oil sector, and create a basis for sustainable development, so it would be expedient to pay attention at the structure of the non-oil sector. As it is known, agriculture, transport, light and food industry, communication, chemical industry, tourism industry and other areas are non-oil sectors. Each of these areas play an important role in reducing oil dependence. Tourism development is primarily intended for tourism industry development. The tourism industry is understood as the system of interaction between businesses and entrepreneurs that provides the tourist with everything that is needed (service, product, etc.) in the process of traveling. The tourism industry includes types of transportation, hotels, public catering facilities, picnics, entertainment facilities, sports complexes, tour guides, and so on. The tourism industry is a complex of manufacturing, trade and transportation businesses dealing with tourist services and the sale of tourist goods. The main goals of the tourism industry can be to: increase the profitability and reliability of transport parks; - improving the supply of tourist bases; - increase the profitability of nightlife and public catering businesses in the "dead" season; - increase the percentage of places in the tourism area; - flexible pricing policy in different seasons; - involvement of customers with the diversity of tourism services; - adaptation of the proposed services for changing tourist needs; - to effectively improve the advertising business[1].

The factors influencing the development of the tourism industry are as follows:

- Natural-environmental factors: good climate and comfortable natural conditions; landscapes and remarkable places of nature; presence of advanced hydrographic networks and natural water basins; clean and useful facilities of nature; good environmental situation
- Socio-economic factors: Living standard of the main part of the population, i.e. economic prosperity of tourism; the existence of social rights and freedoms that enable citizens to travel within country and internationally; activation of economic relations between countries on the basis of international division of labor, expansion of international trade and improvement of transport means.

- Political factors: domestic political stability of the country where tourists live; internal political stability of the host country; friendship, good neighborly relations, peaceful relations between countries; economic, trade, scientific and technical and cultural relations, intergovernmental cooperation agreements on tourism exchange.
- Demographic factors: population growth increases world tourism potential; Increasing people's lifetime and decreasing the retirement age limit leads to the increase in people belonging to the third-year group of tourism; ethnic flow of tourists (travel to historical homeland, immigrants, language-speaking peoples, those who are interested in reciprocal visits, etc.); the rise of people's culture and education.

The tourism industry incorporates many areas of the country's economy. The development of these industries directly depends on production, development and renewal of the manufacturing facilities. The enterprises that produce and repair the fuel and energy industry, road construction complexes, hotels and catering equipment, repair and construction enterprises, water, sewerage services, light industry enterprises, agricultural enterprises and so on. participate in the functioning of the tourism industry, in the presence of the tourism industry.

For many urban residents, how grapes are grown, how to graze cattle and see how cheese is prepared is a real rest. For people who are tired of the noisy urban life, the village is a real resting place. Here, people staying in rural households can take part in the agricultural activities of the indigenous population, and participate in agricultural festivals and spend their days off efficiently.

Agrotourism is a sector of the tourism industry aimed at the use of natural, cultural-historical and other resources and their characteristics in rural areas for the creation of a complex tourist product. Agrotourism is a type of recreation, which is closely acquainted with the life of this or other nations.

This type of travel has been developed especially in Italy, Spain, France and Greece. The international development experience of agrotourism shows that practically every aspect of the traditional use of nature can be effectively commercialized. According to the conditions of our country, there can be organized some types of labor ecotourism, for example, collection of medicinal plants, studying various ancient art traits (tuberous tissue, pulp, pottery, etc.).

Agrotourism is considering as a fast developing industry in many parts of the world, including Australia, Canada, the United States, and the Philippines. According to statistical data, over 50% of Europeans preferring to have a rest in rural areas. For example, in Austria the agrotourists constitute 16% of the total number of rural tourists in the European Union, 13% in Italy, 15% in Italy, and 8% in Spain.

What does an ordinary peasant gain by arranging agrotourism?

First of all, it allows high income, opening new jobs for other villagers, intellectual development in new creative work, raising the level of education, and acquiring new professions at service sphere. One of the main goals of the development of tourism in the village is to improve the living standards of the local population. It should be noted that local authorities (municipalities, local executive authorities) have an exceptional role in the development of agrotourism. Because the incentives for the development of agrotourism and the adoption of various normative documents are dependent on them. It is also expedient to define the priorities of the development of the tourism industry by paying attention to the country's most valuable resources. Comprehensive learning of the market situation and identifying the opportunities and risks facing the business are crucial.

Tourism activity of people, in order to gain benefits from the clean and beautiful air of the mountains and other facilities (skiing, mountaineering) is said mountain or winter tourism. According to the World Tourism Organization's statistical data, about 30-35% of tourists around the world annually rest in the winter resorts. Highly developed countries in winter tourism are mainly Switzerland, the Czech Republic, Canada, the United States, Russia and Scandinavia.

Unlike other areas of tourism, agrotourism has its own development potential. The expansion of entrepreneurial activity in this sector is one of the key conditions for tourism development in these areas. However, as in all areas of entrepreneurship, there are many problems in the tourism sector. Based on these difficulties, there is a lacking of financial resources for tourism business. It is important to direct existing financial resources to this sector and to use it efficiently. Thus, investment is a long-term investment in business entities and other activities to gain income. In the financing and creation of tourism infrastructure, in all countries subsidies, preferential loans and tax privileges play an important role and belong to the government. Investments in the tourism industry will boost the rapid development of this industry. In this regard, the subsidy system is widespread in Greece, Austria, France, and the UK.

In general, the characteristics of investment processes in tourism are characterized by many factors, some of them are following:

- investments contribute to the inner and outer environment of the tourism sector and improve the internal environment and ensure competitiveness in the outside environment.
- the investment process promotes sustainable economic development by providing uninterrupted and infinite sustainability in the region
- investments focus on objects that meet the needs of tourists and provide a more positive multiplicative effect

It should be noted that the sources of investment that tourism enterprises can use are internal and external ones:

- state budget and off-budget funds
- population savings
- internal funds of the organization (charter capital, accumulation fund, depreciation charges, etc.)

- Outsourced funds (banks' loans, debt capital)
- Foreign sources (grants from international organizations, technical assistance programs, funds from financial institutions, etc.)

Experience shows that investment in the development of the tourism industry is an important prerequisite, because many factors depend on the volume and structure of investment:

- ✓ development dynamics of tourism industry for long term perspective
- ✓ financial and economic indicators for the future period of sector activity
- ✓ quantitative and qualitative indicators of tourist facilities and organizations
- ✓ the development of tourism demand and supply on regional and territorial aspects, as well as the creation of a competitive environment.

The main indicator of the analysis and forecasting of capital investments in the field of tourism is economic efficiency, which ultimately determines the overall profitability of the tourist project for the investor. The fact that the funds directed to the tourism sector are relatively low compared to other areas indicates about various of problems. From this point of view, the problem of attracting investment in the tourism industry can be as follows:

- ✓ Information Problems: (The lack of adequate tourism opportunities available in Azerbaijan, so investors are unaware of the areas where they need to direct their funds)
- ✓ Capital-intensity: (Large-scale risk for investors due to large-scale funding required for the establishment of modern tourism centers)
- ✓ Institutional problems (institutional supports and infrastructure related to the development of tourism sector don't respond to the modern equipments.
- ✓ National investment orientation. (Because of this is a new field, there is a small attractiveness of inner investments)

The state may use the following mechanisms to increase the effectiveness of investment in tourism:

- application of tax incentives, taking into account the characteristics of tourism business
- Improving the system of single normative legal acts and economic mechanisms ensuring the profitable activity of the tourism industry
- improving the professional training system for the tourism industry and the scientific provision of this preparation
- Improve mechanism of the flow of foreign and local investment to tourism
- preparation of travel documents for tourists, simplification of registration and elimination of bureaucratic barriers in this area
- enhancing the tourism information system, and so on [2].

In order to implement the above mentioned conditions, the State Programs on Development of Tourism in the country are being implemented, which give a new impetus to the development of different types of tourism in our country. One of the main goals of the program is to promote entrepreneurship in this area and attract businessmen to this sphere by protecting the safety of investments by government in the private sector. Because entrepreneurship is shaped by market and social features, such as the main production and social factor of economic development and demand satisfaction, in the market economy, becoming a key factor in the country's economy as a whole.

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ABOUT LANGUAGE SPECIFICATIONS

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ABSTRACT

This article will show departments of linguistic science. Each department was given fields. There are theoretical, descriptive and applied linguistic fields. Some of them are identified here. A few features of linguistics are pointed out. For example, the history of linguistic fields, the subject of that field, the names of the first researchers who brought that field to linguistics. The main point of a few linguistic fields are written here. Here is a brief summary of pragmatic linguistic, cognitive linguistic, generative linguistic, sociological linguistic, prescriptive linguistic, neuro linguistic, forensic linguistic, psycholinguistic linguistic, stylistics, as well as the applied linguistic itself.

There are actual 5 linguistic areas-directions in modern linguistics in the last part of the article. In this article, various aspects of linguistics are identified on different areas of linguistics. Communication between consciousness, thinking, speech, language, language effectiveness, nomination, and usage level of language are reflected in different areas.

Keywords: theoretically, descriptive, application, proactive, cognitive, generative, sosyo linguistics, forensics, prescriptiveism, neuron linguistics, psycho linguistics, stylistics, linguistic fields.

XÜLASƏ

Bu məqalədə dilçilik elminin şöbələri göstərilir. Hər bir şöbənin sahələri verilmişdir. Nəzəri, deskriptiv və tətbiqi dilçilik sahələri vardır. Onlardan bəziləri aydınlaşdırılır. Dilçilik sahələrinin bir neçə xüsusiyyətləri göstərilir. Məsələn; dilçilik sahələrinin yarandığı tarix, o sahənin öyrəndiyi predmet, o sahəni dilçiliyə gətirən ilk araşdırmaçıların adları göstərilir. Bir neçə dilçilik sahəsinin mahiyyəti verilir. Burada pragmatik, koqnitiv, generativ, sosiolinqvistik, preskriptivizm, neyrolinqvistika, forensika, psixolinqvistika, stilistikadan qısa məlumatlar verilir, eləcə də, tətbiqi dilçiliyin özü haqqında da məlumat vardır.

Məqalənin son hissəsində müasir dilçilikdə aktual 5 dilçilik sahəsi-istiqaməti göstərilir. Bu məqalədə dilin cürbəcür cəhətlərini dilçiliyin ayrı-ayrı sahələri müxtəlif tərəflərdən açır, aydınlıq verir. Yəni, şüur, təfəkkür, nitq prosesi ilə dil arasında əlaqə, dilə olan təsir, nominativlik, dildən istifadə dərəcəsi ayrı-ayrı sahələrdə əks olunur.

Açar sözlər: Nəzəri, deskriptiv, tətbiqi, pragmatik, koqnitiv, generativ, deskriptiv, sosiolinqvistika, forensika, preskriptivizm, neyrolinqvistika, psixolinqvistika, stilistika, dilçilik istiqamətləri.

РЕЗЮМЕ

В этой статье перечислены разделы лингвистической науки и области каждого отдела. А также теоретические, дескриптивные и прикладные лингвистические разделы. Некоторые из них разъясняются, а также отображаются особенности некоторых областей лингвистики. Например, показано история зарождения лингвистических областей, предмет, который изучается данной областью, имена первых исследователей, которые привнесли эту область в лингвистику. Дана суть значений некоторых языковых областей. Дано краткое изложение прагматической, когнитивной, генеративной, социолингвистической, нейролингвистической, судебной, психолингвистической лингвистики, прескриптивизма, стилистики, а также информации о самой прикладной лингвистики.

В последней части статьи отображаются 5 актуальных лингвистических направлений-областей в современной лингвистики. В этой статье различные аспекты языка раскрываются и проясняются в различных областях лингвистики. То есть, отображаются связь между сознанием, мышлением, процессом речи и языком, влияние на язык, номинативность языка, степень использования языка в различных областях.

Ключевые слова: теоретический, описательный, прикладной, прагматический, когнитивный, генеративный, описательный, социологический, физиологический, предписывающий, нейрологический, психология, стилистика, лингвистика.

INTRODUCTION

Linguistics - in other words, linguistics speaks of various functions of the languages, one or another classification. From the 50's of the XX century, linguistics is studied as a science of linguistic regularities and illustrative method. Linguistics

has some parts such as micro linguistics and metavilism. However, linguistics is characterized mainly by three categories.

Theoretical linguistics has phonology, morphology, syntax, semantics, prognosis, cognitiveism, generative linguistics. In general, theoretical linguistics is divided into general and specific linguistics.

Descriptive linguistics includes anthropological linguistics, evolution linguistics (comparative-historical linguistics, etymology), phonetics, sociology, and sociology.

In applied linguistics, computer linguistics, forensics, language acquisition, language assessment, language development, prescriptiveism, neuro-logistics, psycholinguistics, and stylistics are concentrated.

OBJECTIVE

Pragmatic (means "movement") linguistics has been formed in the twentieth century. Pragmatic linguistics as a philosophy has been influenced by the ideas of Aristotle, John Lok, Ludwig Vitigenstein. As a field of linguistics, John L. Austin was brought to work by John R. Searl ("Word Festoon").

The pragmatism has its sub-sections. 1.Theory (attitude), 2.this-feil, third-party structure, 4th language linguistics.

Pragmatic is interested in the use of language. Because in sense of pragmatism = use. Pragmatic is also interested in language sociology along with semantics. Therefore, pragmatism is also a division of semiotics. Pragmatic teaches the use of language marks.

According to Noyberte, there are 4 pragmatic interactions in translation. High translation (translation of scientific and technical literature), successful translation (translation of information-analytical materials), limited translation (translations of literary literature), roughly translate (translation in specific specific texts).

Cognitive Linguistics (1989) is a direction in linguistics. The relationship between language and consciousness and its problems are studied, the role of language in conceptualization, and human cognitive skills are studied. With humanization, human thinking places a new concept in a certain place, differentiates it from other concepts, adds features to it, and so on.

METHODS

Cognitive linguistics is a tool for language thinking processes. It is a system of code-coded signals, learning mechanism. It is a mechanism of action. International Cognitive Linguistic Association, even magazine. In Azerbaijan, cognitive linguistics has been investigated by Fakhraddin Veyselli.

Language acquisition is accompanied by various language activities like listening, speaking, reading, writing. Tingling, speaking, reading and writing are related to separate parts of the brain.Konnitic linguistics is associated with neuro-logistics (Neurologuists L. Vechotsky, AU Luria).

Cognitive linguistics is also associated with psycholinguistics. Here is the creation and mastering of the speech. There is a connection between language systems and its use, and the process of learning the language stored in the human mind. Cognitive linguists -Ch. Osqud, T. Sebeok, C. Greenberg, C. Keroll, A.Leontyev, I, N., Gorelov, A.Zalevskaya, Y.K.Karaulov. Cognitive linguistics examines consciousness on language materials, it is related to culture, is studied extensively in logical, symbolic, semantic level.

Cognitive linguistics is divided into three sections - cognitive semantics, cognitive grammar, cognitive phonology. The poetry of poetry has become a major part of modern styles. The main cognitive linguists are Charles Fillmore, George Lakof, Ronald Lacker, Leonard Talmi, and Alexander Kubrik.

RESULTS

Stylistics is philological discipline. Learning different languages, communication is not the same. The principles and choices of choosing language units, and the various uses of language and its systems, are presented in a single idea and composition. Linguistics is a field of linguistics learning the language of artistic expression. Use of language means purposefully. Item learns styles.

CONCLUSIONS

Computer linguistics is the use of software and computer technology in linguistics and technical development during linguistics. Machine translation, voice input and search are investigated. Corrugated linguistics prepares common text cores for all languages, for example - a bath washer. Discourse linguistics is based on the word of life. The gesture, the mimic, the rhythm of the speech, the emotional assessment, the outlook and the experience of the interview are considered here, and the work of sociologists, psychologists, ethnographers, literary critics, stylists, philosophers, and artificial intelligence professionals is appreciated here. Sociolinguistics - social roles, multilingualism, phonetics issues in modern dialects. As an example of social roles - a teacher calls the student "you", and this is considered to be unacceptable.

This article will show departments of linguistic science. Each department was given fields. There are theoretical, descriptive and applied linguistic fields. Some of them are identified here. A few features of linguistics are pointed out. For example, the history of linguistic fields, the subject of that field, the names of the first researchers who brought that field to linguistics. The main point of a few linguistic fields are written here. Here is a brief summary of pragmatic linguistic, cognitive linguistic, generative linguistic, sociological linguistic, prescriptive linguistic, neurolinguistic, forensic linguistic, psycholinguistic, stylistics, as well as the applied linguistic itself.

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In this article, various aspects of linguistics are identified on different areas of linguistics. Communication between consciousness, thinking, speech, language, language effectiveness, nomination, and usage level of language are reflected in different areas.

Linguistics deals with the classification of different functions of the languages. Starting from the 50s years of the 20th century, linguistics is studied as a science of language linguistic and illustrative method. The linguistics has parts such as micro linguistics and Meta linguistics. However, linguistics is characterized mainly by three categories.

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Descriptive linguistics includes anthropological linguistics, evolution linguistics (comparative-historicism, etymology), phonetics and sosyolinguistics.

In applied linguistics, there are computer linguistics, forensics, language assessment, language development, prescriptiveism, neuro-logistics, psycholinguistics, and stylistics.

Pragmatic ("motional") linguistics has been formed in the twentieth century. Pragmatic linguistics, as a philosophy, has been influenced by the ideas of Aristotle, John Lok, Ludwig Vitigenstein. As a field of linguistics, it was brought to work by John L. Austin and John R. Searl.

Neuro-logistics-which studies nervous system- learns them as a unity on the basis of its interaction with the field of science. In general, this area is a field of in-depth research.

Forensics - with another name is a legitimate linguistics and language or law.

Sosyolinguistics- studies the influence of society on language. If language affects society, it is simply a sociology. This is suitable for pragmatics, and associated with anthropology.

There are 5 linguistic directions in modern linguistics - 1. cognitive linguistics, 2. computer linguistics, 3. corrugated linguistics, 4. discourse linguistics, 5. sosyolinguistics.

Computer literacy is the use of software and computer technology in linguistics and technical development. Machine translation, voice input and search are investigated.

Corrugated linguistics prepares common text cores for all languages.

Discourse linguistics is based on the word of life speech. The gesture, the mimic, the rhythm of the speech, the emotional assessment, the outlook and the experience of the interviewer are considered here, and the work of sociologists, psychologists, ethnographers, literary critics, stylists, philosophers, and artificial intelligence professionals is appreciated here.

In Sociolinguistics - social roles, multilingualism, phonetics issues in modern dialects are considered.

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INFLUENCE OF MINERAL FERTILIZERS IMPROVEMENT UNDER CHESTNUT SOILS ON ACCUMULATION OF GENERAL NITROGEN, PHOSPHORUS AND POTASSIUM IN THE ONE-YEAR RUNS OF VINEYARD CULTURE

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ABSTRACT

The article presents the results of studies on the effect of applying organic and mineral fertilizers on irrigated chestnut soils of the Ganja-Gazakh region on the accumulation of total nitrogen, phosphorus and potassium in development phases on single-branch shoots of grapes culture. It is established that the introduction of various norms of mineral fertilizers against the background of manure on irrigated chestnut soils over the development phases of the grape culture substantially increases the content of total nitrogen, phosphorus and potassium in one-year shoots. Under the influence of mineral fertilizers, the content of total nitrogen, phosphorus and potassium in shoots in the flowering phase was 0.16-0.50%, 0.08-0.25%, 0.18-1.52%, in the phase of total fruiting, respectively, 0.15-0.56%; 0.07-0.29%; 0.12-0.45%, and in the full maturing phase, respectively, 0.13-0.45%; 0.05-0.27% and 0.11-0.50%. The highest content of total nitrogen, phosphorus and potassium was observed in the background of the manure (10 t / ha) + N90P120K90.

Keywords: chestnut, grapes, one-year shoots, fertilizers, development phases, total nitrogen, phosphorus and potassium

РЕЗЮМЕ

В статье приводятся результаты исследований по изучению влияния внесения органических и минеральных удобрений на орошаемых каштановых почвах Гянджа-Газахского региона на накопление общего азота, фосфора и калия по фазам развития на одногодичных побегах культуры винограда. Установлено, что внесение различных норм минеральных удобрений на фоне навоза на орошаемых каштановых почвах по фазам развития культуры винограда в значительной степени повышает содержание общего азота, фосфора и калия в одногодичных побегах. Под влиянием минеральных удобрений содержание общего азота, фосфора и калия в побегах в фазе цветения в сравнении с контрольным вариантом без внесения удобрений составило соответственно 0,16-0,50%, 0,08-0,25%, 0,18-1,52%, в фазе общего плодообразования соответственно 0,15-0,56%; 0,07-0,29%; 0,12-0,45%, а в фазе полного созревания соответственно 0,13-0,45%; 0,05-0,27% и 0,11-0,50%. Самое высокое содержание общего азота, фосфора и калия наблюдалось в варианте фона навоз (10 т/га) +N90P120K90.

Ключевые слова: каштановые, виноград, одногодичные побеги, удобрения, фазы развития, общий азот, фосфор и калий.

Thus, it can be concluded that the introduction of mineral fertilizers against the background of manure in conditions of irrigated chestnut soils substantially increases the content of total nitrogen of phosphorus and potassium in phases of development on single-year shoots of the vine. In comparison with the parameters of the control variant, under the influence of fertilizers on single shoots in the flowering phase, there was a significant increase in total nitrogen of 0.16-0.50%, phosphorus 0.08-0.25%, potassium 0.18-1.52% , in the phase of fruit formation, respectively, 0.15-0.56%; 0.07-0.29%; 0.12-0.45% -a and in the full maturation phase, respectively, 0.13-0.45%; 0.05-0.27% and 0.11-0.50% -a. A correlation is observed between the amounts of total nitrogen, phosphorus and potassium in a one-year shoot, and this relationship regularly changes in the following order in the following order: between yield (c / ha) and total NPK (%) contained in shoots in the full maturation phase equal to $r = + 0.916 \pm 0.072$ and $r = + 0.962 \pm 0.031$.

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THE ROLE OF NATIONAL CUSTOMS AND EVERYDAY LIFE IN THE DEVELOPMENT OF ORATORY

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ABSTRACT

The article speaks about the way of development of oratory art in Azerbaijan. It is also noted that, oratory art in Azerbaijan traces its roots back to the past. The important role of the development of traditions, way of life, speaking art, and also the special role of speakers- ashugs and skillful story-tellers in the development of the oratory art are spoken about in this article.

Keywords: speaker, speech traditions, way of life, dastan, tale, performing skills(syncretic oratory art- ashug).

РЕЗЮМЕ

В статье говорится о путях развития ораторского искусства в Азербайджане. Отмечается, что азербайджанский народ своими корнями уходит далеко в прошлое. Также подчеркивается важная роль развития традиций, быта, ораторского искусства, к тому же указывается особенная роль ораторов-ашугов и искусных сказателей в развитии ораторства.

Ключевые слова: оратор, речь, традиции, быт, дастан, сказка, исполнительские навыки (синкретическое ораторство- ашуг).

XÜLASƏ

Məqalədə Azərbaycanca natiqlik sənətinin inkişaf yollarından danışılır. Qeyd olunur ki, xalqımızın natiqlik məharətinin tarixi çox qədimlərə gedib çıxır. Eyni zamanda natiqlik sənətinin inkişafında adət-ənənənin, məişətin və xüsusilə aşiq natiqlərinin və istedadlı nağılçıların rolundan bəhs olunur.

Açar sözlər: nitq, natiq, adət -ənənə, məişət, daстан, nağıl, ifaçılıq məharəti, (sinkretik natiqlik –aşiq).

SÜSTENING

Der Artikel spricht über den Weg der Enturicklung der Kunst der Redekunst in Aserbaidtschan. Es wird auch daray hingewiesen, dass die Kunst der Oratorien in Aserbaidtschan ihre Wurzeln in der Vergangenheit haf. Die wichtige Holle der Enturcklung von Tradirionen, Lebensweise, sprechende Kunst und auch die hesandere holle der sprecher asung und geschichte Geschterezahler in der Entwicklung der hedekunst warden in diesem Artikel erwähnt.

Schlüss elwörter: Speer, sprache, Traditionen, sevensweise, performing skills (synkretistischer Oratorienkunst – Ashug).

INTRODUCTION

"Talk", "speaker" and so on. It does not mean that our acquisition of words in our literary language does not mean that our people have been indoctrinated by the Arabs. While Arabic occupation in some Eastern countries covers the VII-XI centuries, Turkic-speaking nations, including the Azerbaijani people's folklore, have become more ancient in their roots. L.Gumilev, who researched the lifestyle of ancient Turks, writes about the monument of Gultekin: ... The existence of such a genre assures that Turks were able to use words as an effective tool ... The society had developed and public relations existed between members of the society. Another researcher says about rubies: "Ruby have a highly developed speech art".

In some medieval Turkic-speaking sources, such as "sav", "sabchi", "tildam", "tilanu", "sözçi", "söz" and others, "speech" means "speaker". Azerbaijani people are one of Turkic peoples. Therefore, ancient monuments can look like an inheritance from their fathers. However, it is possible to define the folk art of our people, its ways of development and its role in society without joint monuments.

Our wise fathers regarded the beauty of speech as the beauty of the mind. A person's sweet language, a sense of humor, courage, daring, heroism, courage, generosity, wisdom and so on. are equal to the values. Our women have come up with another criterion: the sweet language is not considered beautiful without a charming conversation. Hence, the skillful spirits have become the main source of beauty.

The art of speech has been developed in connection with the social life of our people, their life, traditions, educational institutions and artistic thinking.

OBJECTIVE:

Tradition plays an important role in the evolution of the household style. This aspect also manifests itself in other nations. From the earliest times to the present time, the ozan, the lady, finally the ashugs have actively participated and now participate in wedding tastes, holidays and other celebrations related to our country. Our grandfathers and grandmother listened to the tales they told talented nags on the long winter nights, the saga that the ashes played! Even some ashugs went to war and called our valiant men to heroism. A.Hagverdiyev writes in his article titled "Theater in Azerbaijan": "It is a custom to cry for the great heroes who died in ancient Azerbaijan. When the hero died, they gathered the crowd together. They would say "yug" to this meeting.

RESULTS:

The success of the speaker often begins with the introduction of the speech. The end of the speech also reflects the completeness of the composition, but also encourages listeners to mobilize. Our epics, our fairy tales are set up for this purpose ... We do not participate in any of our wedding festivities and other festive moods. One of the well-known, linguistic-intelligent, intelligent relatives is the governor, who speaks and hears the word. The sophisticated "speeches" of his desk, his illustrious illustrations sometimes make an impression on the listeners. Hence, the beautiful "speeches" of the magazine become an integral part of the household speeches. Of course, we do not mean "money-laundering", which speaks loudly about the chaotic, laughing speeches, and laughs at low-level listeners, and they have nothing to do with the talking ...

The precious speeches delivered by famous people during funeral ceremonies are also associated with household discourse. This ancient form of authenticity exists in a number of nations.

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STATE AND FAMILY CULTURE IN OGUZ SOCIETY

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ABSTRACT

The article deals with the concept of worship in the Oguz society, how the family and state cults complement each other, as well as respect for parents. In the Oguz house there was a cult of the elder people and their unusual behavioral features. In such a society, the responsibility for the honor of a woman was not only her husband's business. The whole society was responsible for this. In Oguz society honor was valued above other material and physical concepts. Also, facts indicating the peaceful interests of the Turks have been indicated.

Keywords: Oguz society, traditions, education, blessing, code of honor and glory, peaceful interests of Turks, cult of family and state.

XÜLASƏ

Məqalədə Oğuz dövlətində kult anlayışının gücündən, ailə və dövlət kultlarının bir-birini tamamlamasından, valideyin hörmətinin müqəddəsliyindən söhbət açılır. Qalın Oğuz elində ağsaqqal –ağbirçək kultunun qorunmasına yuxarıdan nəzarət olunması, qeyri-adi tərbiyəçiliyin mövcudluğundan danışılır. Məsələn, birinci boyda Dirsə xana oğlundan böhtan deyən namərdlər Buğacın ağsaqqal və ağbirçəkləri təhqir etdiyini söyləyirlər. O biri namərd dəstəsi də belə böhtan söyləyərək–Dirse xana hədə -qorxu gəlirlər: “Əgər Bayandır xana xəbər çatsa ki, sənin oğlun al şərabın tündünü içib anası ilə dilbir olub, atasına qəsd etmək istəyir, Bayandır xan səni yaşatmaz”. Əlbəttə, valideyin hörmətinin müqəddəsliyi həmişə olub. Biz bunu “Salur Qazanın evinin yağmalanması boyunda” da (II boyda) görürük. Qazan xan bütün var -dövlətinin, xəzinəsini, oğlunu, xanımını, qul –qaravaşını və s. əsir alan düşməne qoca anasını versə hər şeydən keçərək, döyüşmədən qayıdacağını söyləyir. Burada ana kultunun zirvəyə qalxması ilə yanaşı, başqa bir cəhət də diqqəti çəkir: Qazan xan şərtlə sülh təklif edir. Türk həmişə sülhə meyilli olub. Bütün bu faktlarda Oğuzun siyasi – mədəni səviyyəsi, dövlət quruculuğu oxunur.

Açar sözlər: Oğuz cəmiyyəti, adət -ənənə, tərbiyə, halallıq, namus –şərəf, ailə və dövlət kultu, türkün sülhə meyilliyi.

РЕЗЮМЕ

В статье говорится о понятии культа в Огузском обществе, о том, как семейный и государственный культы дополняют друг друга, а также об уважении к родителям. В Огузском доме сохранялся культ старейшины и его необычные поведенческие особенности. В таком обществе ответственность за честь женщины не являлось делом только ее супруга. Все общество несло ответственность за это. В Огузском обществе честь ценилась выше других материальных и физических понятий. Также указываются факты, свидетельствующие о мирных интересах турков.

Ключевые слова: огузское общество, традиции, воспитание, благословение, кодекс чести и славы, мирные интересы турков, культ семьи и государства.

"Kitabi -Dada Gorgud" is a rare, pearl, inexhaustible vocabulary of the world-famous giant epos of Bilgamis, Iliad, Manas, Mahabkharata, Igor Polo's epic, Kalevala, Alpamish and a profound inscription on Azerbaijani literature, folklore, culture, art. The epic of "Kitabi -Dada Gorgud" epos in ancient Azerbaijan is rich in the lifestyle, traditions and morals of the Oguz tribes: thinking, ethics and aesthetic views, family education, adulation, victory, respect for elderly people a treasure. " In these epics, human slogans such as heroism, fatherhood, respect for mother, love, friendship, sincerity and selflessness, respect for women, supremacy of motherhood, truthfulness are praised. In the "Kitabi-Dede Qorqud" epos, we find that Oguz has an unusual upbringing. That is, the husband is not responsible only for the sake of his wife, and everyone is responsible to the society. In general, the habit - the violation of discipline, is a severe punishment. Therefore, the Oguz-Turks family is dignified, in the Oguz state, both husband and wife are halal to their spouse. Hence, Turkish folklore was a public quality protected by the law of honesty, honor and dignity. In the society of oguzs, honor is as high as all moral and material assets. Oghuz's enemies also know this, and most of them choose the path of retaliation. The enemy wants to distribute wine to the woman who was captured by Kazan khan. Forty-five-year-old daughter orders the kid to make a garlic from her son, Uruz, to recognize Burla's mistake. The Bura is suffering from the wrath of her, she remains in the love of honor and love. Seeing her mother's hesitation, Uruz thinks angrily, and when

others eat a stick, she tells you two stitches. Burla's wife endures this with courage, only honors the honor and dignity of her family and of a great hand. At the beginning, we find a number of details that show the dignity and fame of our grandfathers. If the husband and wife are missing, if the enemy is captured, his wife or fiancé is faithful to him; this law is a prerequisite for a solid family name. In this case, the state and family are solidarity. This is the third dimension. Here we also witness the fascinating historical truth. When a husband or a son or a relative died, his wife or fiancé must marry. Apparently, it was also deemed necessary to preserve morality both in the society and in the generation. In another example, Beirut, who was captured at Bayburd's fable, said that his daughter had a fiancé in the homeland of Bayburd's girl who loved her. The girl knows that Beirre is engaged; If you help your fugitives to get out of here, if you go with your parents, will you come and take me to halâl? "Beyrak agrees and promises as a brave and swears. Beirut did not swear falsely, so two or more wives were born in Oguz. It is still designed to increase the generation and protect the wives of dead men from battles from immorality. " (The Prophet also waited for that norm in Islam).

The Dada Gorgud epos as an artistic monument demonstrates itself in non-military scenes. The sense of parent in the nature of Kazan Khan, who shattered the enemy in the battlefields, and his sword, arrow, spring and rosary in his hand, raises it to a very high level. In the fourth row, the son of the warrior Kazan Khan returned empty-handed. His delicacy, with its softness, gives us the second boiler. Artistic perfection of the second Kazan, like father and husband, stands out above the first Kazan, which is ruthless as the commander and fighter. Another example is the Beirut language, a poet, a Beirut language, with a call to the caravan from his homeland in the third dimension. He says the net. This network is the lighthouse of the harsh witch. Yes, as a Turkish educated a child who responds to the enemy, he has also brought up his beloved and beloved one who loves his parents and loves his beloved. The Turkish man does not prepare the wild man, but he is a man of quality, angry heart. It is a brutal heart which is a harsh sword and love of the Turks. Turkish democracy is also a product of the social environment that destroys this heart.

The Dada Gorgud epos tells the story of how Oguz's young men were brought up to society, and they were filled with a fourth-dimensional fact. When Uruz, seeing his father, who was coming to rescue him from captivity, said to save her from death: "My mom's mother said," Do not laugh at my head, laugh at my sister's eyes. " And the "father dies for the son" - his son is educated by this belief; The son should protect his father and his father, and he must protect his land, his homeland, his homeland!

It is interesting to read the songs in the epic "Dede Gorgud", which are sad to read in the festive assemblies. Hence, the wise Dede Gorgud poetry and goblet

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INCREASE OF FERTILIZER NORMALS IN THE WATER TREATMENT ON THE EFFECTS OF FOOD ELEMENTS ON INCIDENTAL STEPS IN THE LOCAL POWER OF BITS

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ABSTRACT

Quantity of mineral elements in plants not the constant. Thus, the chemical compound of agricultural plants depends on their security mineral substances. The quantity of nutritious elements in a plant depends on soil-climatic conditions of territory, stages of development of grown up cultures, agricultural technicians, processings, degrees of security of soils nutrients, norms of fertilizers and other problems. Long-term researches show, that depending on an irrigation, norms of fertilizers and stages of development of plants, the quantity of nutritious elements at the mixed crops stubbles cultures differs in different bodies of plants.

Are studied and analysed influence of norms of mineral and integrally-mineral fertilizers, proceeding from quantity various vegetative irrigation, on quantity of nutritious elements on stages of development of superficial weight of plants at mixed (corn and a soya) crops in stubbles plantings.

Proceeding from quantity various vegetative irrigation and applications of various norms of fertilizers, from stage-by-stage the analysis of nutrients in the mixed crops of plants it is visible, that the general NPK is observed on the highest phase stooling.

From results of the analysis of samples of the plants taken at all stages, joint application of organic and mineral fertilizers in optimum norm becomes known, that, does not become the accumulation reason in considerable quantities of nutritious elements at the mixed crops of plants.

Keywords: Soil, a plant, an irrigation, fertilizer, an eddish, the mixed crops, nutritious elements

XÜLASƏ

Bitkilərdə mineral elementlərin miqdarı sabit qalmır. Belə ki, kənd təsərrüfatı bitkilərinin kimyəvi tərkibi onların mineral maddələrlə təmin olunmasından asılıdır. Bitkidə qida elementlərinin miqdarı ərazinin torpaq-iqlim şəraitindən, becərilən bitkilərin inkişaf mərhələlərindən, becərilmə aqrotexnikasından, torpaqların qida maddələri ilə təmin olunma dərəcəsinə, tətbiq olunan gübrə normalarından, və digər məsələlərdən asılıdır. Uzun müddətli tədqiqatlar göstərir ki, suvarma və gübrə normalarından və inkişaf mərhələlərindən asılı olaraq qida elementlərinin miqdarı kövşən əkinlərində qarışıq səpilən bitkilərin müxtəlif orqanlarında fərqlənir.

Müxtəlif vegetasiya suvarmaları sayı zəminində mineral və üzvi-mineral gübrə normalarının kövşənlik əkinlərdə qarışıq səpinlərə (qarğıdalı və soya) verilməsinin bitkilərin yerüstü kütləsində inkişaf mərhələləri üzrə qida elementlərinin miqdarına təsir öyrənilmiş və təhlil edilmişdir.

Müxtəlif vegetasiya suvarmaları sayı zəminində gübrə normalarının tətbiqi qarışıq səpilən bitkilərdə qida maddələrinin mərhələlər üzrə təhlilindən görünür ki, ümumi NPK ən yüksək gövdələmə fazasında müşahidə olunur.

Bütün mərhələlər üzrə götürülmüş bitki nümunələrinin analiz nəticələrindən məlum olur ki, optimal normada üzvi və mineral gübrələrin birgə tətbiqi qarışıq səpilən bitkilərdə qida elementlərinin yüksək miqdarda toplanmasına səbəb olmur.

Açar sözlər: Torpaq, bitki, suvarma, gübrə, kövşənlik, qarışıq səpin, qida elementləri

РЕЗЮМЕ

Количество минеральных элементов в растениях не постоянное. Таким образом, химический состав сельскохозяйственных растений зависит от их обеспеченности минеральными веществами. Количество питательных элементов в растении зависит от почвенно-климатических условий территории, этапов развития выращиваемых культур, агротехники, обработки, степени обеспеченности почв питательными веществами, норм удобрений и других задач. Многолетние исследования показывают, что в зависимости от орошения, норм удобрений и этапов развития растений, количество питательных элементов при смешанном посеве поживных культур отличается в разных органах растений.

Изучены и проанализированы влияние норм минеральных и органически-минеральных удобрений, исходя из количества различных вегетативных орошений, на количество питательных элементов по этапам развития поверхностной массы растений при смешанном (кукуруза и соя) посеве в поживных насаждениях.

Исходя из количества различных вегетативных орошений и применения различных норм удобрений, из поэтапного анализ питательных веществ в смешанном посеве растений видно, что общий NPK наблюдается на самой высокой фазе стеблевания.

Из результатов анализа образцов растений, взятых на всех этапах, становится известно, что совместное применение органических и минеральных удобрений в оптимальной норме, не становится причиной накопления в больших количествах питательных элементов при смешанном посеве растений.

Ключевые слова: Почва, растение, орошение, удобрение, стерня, смешанный посев, питательные элементы

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LANGUAGE SCHOOLS OF XIX-XX CENTURY

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ABSTRACT

The article provides information on various language schools. Basically here the language schools of the 19th and 20th centuries are indicated. In short, it is written about the ideas of rationalism and sensationalism in linguistics. The comparative history of linguistics is shown, the scientific works of F. Bopp, R. Rask, Y. Grim, A. Vostokov are reflected. The typology of the division of F. Bopp's languages is described. It shows the concept (concept) of general linguistics introduced by Wilhelm von Humbolt and the naturalistic linguistic school, created by August Schleiers with its typological subdivision (typological sections).

The article highlights the school of psychological linguistics, the school of "Words and things", the Moscow and Kazan schools of linguistics. The names of the founder of schools of linguistics and prominent representatives of language schools, the names of their scientific works are indicated.

The ideas, theories, the basic principles of the schools of linguistics and the differences that they define are shown.

Information is provided on three structural schools (structuralist schools); The Prague School of Functional Linguistics, the Danish School of Glossematics and the American descriptive linguistic school.

Key words: Linguistic schools, Comparative-Historical Linguistics, General Linguistics, Natural Linguistics, Psychological Linguistics School, School of Young Grammar, School of Words and Things, School of Linguistics in Moscow and Kazan, Functional Linguistic School, School of Glossematics, descriptive linguistic school.

XÜLASƏ

Məqalədə müxtəlif dilçilik məktəbləri haqqında məlumat verilir. Əsasən XIX və XX əsr dilçilik məktəbləri burada göstərilir. Dilçilikdə rəsonalizm və sensualizm ideyalarının yaranması barədə qıscaca yazılıb. Müqayisəli-tarixi dilçiliyin yaranması göstərilir və F.Bopp, R.Rask, Y.Qrim, A.Vostokovun elmi əməyi əks olunur. F.Boppun dillərin tipoloji bölgüsü yazılıb. Vilhelm fon Humboltun ümumi dilçilik anlayışını gətirdiyi göstərilir. Burada Avqust Şleyxerin yaratdığı naturalist dilçilik məktəbi və onun dillərin tipoloji bölgüsü görünür.

Psixoloji dilçilik məktəbi, "Sözlər və şeylər" məktəbi, Moskva və Kazan dilçilik məktəbləri haqqında geniş məlumat verilir. Burada dilçilik məktəblərinin banisi və görkəmli nümayəndələrinin adları, yazdıqları elmi işlərin adları göstərilir. Dilçilik məktəblərinin dilçilik barədə fikirləri, nəzəriyyələri, müəyyən etdikləri prinsip və bölgülər göstərilir.

Üç strukturalizm məktəbi; Praqa funksional dilçilik məktəbi, Danimark qlossematika məktəbi, Amerika deskriptiv dilçilik məktəbi haqqında məlumat verilir.

Açar sözlər: dilçilik məktəbləri, müqayisəli-tarixi dilçilik, ümumi dilçilik, naturalist dilçilik, psixoloji dilçilik məktəbi, gənc qrammatiklər məktəbi, "Sözlər və şeylər" məktəbi, Moskva və Kazan dilçilik məktəbləri, funksional dilçilik məktəbi, qlossematika məktəbi, deskriptiv dilçilik məktəbi.

РЕЗЮМЕ

В статье представлена информация о различных языковых школах. В основном здесь указаны языковые школы XIX и XX века. Вкратце написано об идеях рационализма и сенсуализма в лингвистике. Показана сравнительная история лингвистики, отражены научные работы Ф.Боппа, Р. Раска, Ю.Грима, А.Востокова. Описана типология разделения языков Ф.Боппа. Показана привнесенная Вильгельмом фон Гумбольтом концепция (понятие) общей лингвистики и натуралистическая лингвистическая школа, созданная Августом Шлейеромс его типологическим подразделением (типологическими разделами).

В статье широко освещается школа психологической лингвистики, школа «Слов и вещей», Московские и Казанские школы лингвистики. Указаны имена основателя школ лингвистики и видных представителей языковых школ, названия их научных трудов.

Показаны идеи, теории, основополагающие принципы школ лингвистики и различия, которые они определяют.

Дана информация о трех структурных школах (школах структурализма); Пражская школа функциональной лингвистики, Датская школа глоссематики и Американская описательная лингвистическая школа.

Ключевые слова: Лингвистические школы, Сравнительно-историческая лингвистика, Общая лингвистика, Естественная лингвистика, Школа психологической лингвистики, Школа детской грамматики, Школа слов и вещей, Школа лингвистики в Москве и Казани, Функциональная лингвистическая школа, Школа глоссематики, дескриптивная лингвистическая школа.

The article provides information on various linguistic schools. The linguistic schools of the nineteenth and twentieth centuries are shown here. It is written briefly about the idea of rationalism and sensualism in linguistics. The comparative-historical linguistics is shown and the scientific work of F. Bopp, R. Rask, Y. Grim, A. Vostokov are written here. The typological division of languages of F. Bopp is written, too. There is mentioned that Wilhelm von Humboldt has brought the concept of general linguistics. Here is the naturalist linguistic school created by August Schlegel and his typological division of languages.

There is a large information on psychological linguistic school, School of "Words and Things", Moscow and Kazan Linguistics schools. Here are the names of the founder and prominent representatives of linguistic schools, the names of the scientific works written by them. There are shown ideas, theories on linguistics, principles and divisions that were defined in linguistic schools.

There are 3 Structural Schools; The Prague School of Functional Linguistics, Danish Glossematics School, American Descriptive Linguistic School.

Medieval linguistics was mainly conducted with the organization of textbooks on Latin and grammar books. During the XIV-XVI centuries of renaissance, grammar of separate languages was written in Europe. In the XVII-XVIII centuries scientific works on practical grammar and vocabulary were carried out, ideas of rationalism and sensualism appeared. Sensualism emerged in the XVIII century where it was indicated that cognition only existed by means of emotion. Historical linguistics, comparative linguistics was formed as a science in the 17th-18th centuries. I. G Herder's "Study about the Origin of Language" (1772) was written about historical linguistics. Comparative linguistics was developed by comparing Sanskrit with European languages. V. Conson's "Asian Studies" (1786) is about Sanskrit. Comparative-historical linguistics was created by the efforts of four great scientists. These are F. Bopp, R. Rask, Y. Grim, and A. Vostokov. F. Bopp clarified phonetic rules and laws by means of comparison, invented the theory of root of word. He took the typological division of languages according to the root: 1. Languages that have no true word root (Chinese), 2. Languages with monosyllabic word roots with the ability to merge (Indian-European) 3. Languages with disyllabic word roots characterized by three consonants (Sami). Rasmus Rask's work called "Ancient North-Language Studies or Origin of the Island" (1818), Yakov Grim's "German grammar" (1819-1837), and "History of German" (1848) book are the examples we can give. Alexander Vostokov laid the foundation for Russian comparative-historical linguistics with his work on "Slavic Thoughts" (1820).

Among the philosophical linguistic schools, Wilhelm von Humboldt developed a common linguistic concept. His thoughts on Linguistics is reflected in his book, "The Kavi language on Javanese Island" (1836). He looked at the language as a system. He stated that the language was psychological-individual and socially-general. Humboldt's linguistic views created linguistic schools of the nineteenth and twentieth century, such as sociological linguistics of language being individual, structural linguistics of language considered as a single system (structuralism), psychological linguistics of commitment of individualism with mentality, aesthetic linguistics of language's attitude towards individual's culture, the logical linguistics of commitment of language and mentality with logical forms. Bringing the concept of "people's spirit" into linguistics has led to the emergence of ethnopsychology.

Naturalist linguistics has developed in the form of a naturalist school. August Schleicher was a prominent representative of this school, expressing his attitude towards the language as part of the natural sciences. He believed that, language was the highest organism of nature consisting of sounds. The language is born, grows and gets old. He accepted material and form, and material was the connection between concept and imagination. The concept he talked about which we call now meaning, he divided the language into 3 groups according to the principle of meaning and relationship.

The school of psychological linguistics is connected with the XIX century. H. Steintal and A.A. Potemnya are its prominent representatives. H. Steintal has "The Origin of Language" (1951), "Introduction to Psychology and Linguistics" (1871), "Grammar, Logic, Psychology, Their Principles and Interactions" (1855). He based on I.F. Herbart's psychological views. Sounds formed from a mental state forms the language. Here, speaking abilities and language materials are displayed, being studied converted into linguistics subject. The inner shape of the language is composed of imaginary thoughts and is changing. He divided linguistics into 3 stages, allocates 2 periods: pre-historical and historical period. He took the language as a psychophysical system. Individual psychology and people psychology issues are studied in the school of psychological linguistics.

A.A. Potembi's psychological linguistics views are reflected in "Thought and language" (1862). In his opinion, language is the means of thinking and language is the activity. Words are derived from assimilation, apperceptivity, and management of the association's psychological laws. Parts of the word consist of sound, sign (imagination), and meaning. It is emphasized that the existence of the word is the subject of the speech, and the lack of understanding of

the words in the speech process is reflected in its individual psychological acceptance. He did not consider the translation from one language to another being similar. He indicated that it was important to learn the language of the nation with legends of this people.

Young grammarians worked on the principle of the kinship of languages. According to young grammar, language is a psycho-physical and psychophysiological activity, it studied nationwide language and dialects. K. Brugman has "The Modern Case of Linguistics", G. Paul's "History of the Language", G. Osthoff and K. Brukman has "Morphological Research" works. According to young grammarians the change of sound is conducted in accordance with definitely unwritten laws, they indicate association of forms in the formation of new language. 4 principles were defined in phonetics: strong sound rule without exception, analogy, borrowed words, and principles of next derivatives. Their theory is based on individual psychology, but linguistics is the historical. The term "atomism" has been brought into linguistics. They only studied phonetics and grammar and looked at them separately, rather than systemically.

Moscow and Kazan linguistic schools began to appear in the 70s and 80s of the 19th century, and they were distinguished by different characteristics.

F. Fortunatov is the main representative of the Moscow Linguistic School. He has the work called "Comparative Linguistics". Language of the human and historicity was considered as the subject of linguistics. Instead of the term parts of speech, they used the word grammatical class of words: 1. words with word changeable forms, 2. words without word changeable forms. Morphologically languages are divided into 5 groups: agglutinative, fusional-agglutinative (Sami language groups), fusional, root, polysynthetic languages (American Indians' language group). F. Fortunatov has a concept of grammatical forms.

Neolinguistics or we can substitute the idealism with linguistic idealism in the linguistics. The main representative is K. Fosler. He has "Positiveism and idealism in linguistics", "Language as creativity and development" works. Here the language is taken as a moral act of creativity and is equated with language styles. It is indicated that there are absolute progress and relative progress in language. He saw the reason of language forms with aesthetic language training and historical language training in the spirit of a human. Neolinguisticism emerged in the 20th century. Its founders were M. Bartoli, C. Bertoni, and V. Bizani. C. Bonfanten has "Neolinguistics position" work. His 51 theoretical views were indicated there. Here the language was regarded as a collection of aesthetic expressions and semantics was considered the essential point here. They brought the idea of linguistics geography, in other words the concept of areal linguistics. They saw the base of changes in language in ethnical, cultural confusions.

Sociological linguistics is related to the name of a scientist like Ferdinand de Saussure. After his death "Course of general linguistics" work was printed by Sh. Balli and A. Sheshe in 1916. The structuralism was founded here. They distinguished language and speech. They studied the language in 3 distributions: Speech action, speech, language. Language is the social event. Language is the result of act of individuals in collective. Linguistics is divided into 2 parts: diachronic linguistics (researching speech), synchronic linguistics (exploring the language). The first is called dynamic, external linguistics field dealing with speech, the second is called static, internal linguistics dealing with the language. They brought language system idea and indicated the language sign as the indication of arbitrary. Words are collected in the language on meaning and value. Representatives of sociological linguistics or French linguistics school are A. Meye, Sh. Balli, A. Sheshe, J. Bandriyes.

XX century structuralism schools are divided into 3 parts: Functional linguistics in Prague, Glossematics School in Denmark, and Descriptive linguistics in USA.

Functional linguistics school started off with Wilem Matezius's "Prague linguistics association". His ideas were indicated in "Theses of Prague linguistics association". V. Skalichka, F. Travnicek, B. Havranek, N. Trubetsky, S. Karsevski, R. Jakobson, I. Bakher, B. Trinka implemented structural linguistics methods into the development of language. Language is system of expressions, synchronic and diachronic linguistics are interconnected, and comparative method has new opportunities. Phonology was developed in functional linguistics.

Linguistics school in Denmark or Copenhagen is connected with the name of V. Brondal, L. Emslev. L. Emslev has an article of "Language and speech". They have a tendency to traditional linguistics, they do not accept diachronicity. Specific language materials were reviewed. Language - expresses content, expression, text, system, and communicates with each other.

Descriptive linguistics deals with definite signs, parts of the speech. Subject of the so called linguistics are language and dialects. Here sayings are studied. Z. Harris has "Method in structural linguistics". F. Boas has "Introduction to instruction on the languages of American Indians" work.

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STEC-HUS WITH COMPLEMENT ACTIVATION (case)

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ABSTRACT

Purpose : STEC-HUS is usually initiated a few days after diarrhea caused by STEC, and the shiga-toxin is central in causing endothelial cell damage, initiating the disease process. The common features for TMAs are microangiopathic hemolysis, thrombocytopenia, and thrombi in small vessels leading to end organ damage. Damage to endothelial cells is the primary event in the pathogenesis of hemolytic-uremic syndrome (HUS). Endothelial injury has been attributed to multiple factors. There is evidence for complement activation during STEC-HUS, even if the condition is not primarily a complement-mediated disorder. Complement activation on RBCs could play a role in the hemolytic process occurring during STEC-HUS. Patient samples may exhibit low serum levels of C3 and subsequently elevated complement-degradation products. We presented one case, when onset and progress of illness was typical for STEC-HUS, but after CNS involvement, and blood investigation results on complement, allowed us starting suitable treatment for complement mediated STEC-HUS and confirmed activation of the alternative pathway in the pathobiology of STEC-HUS.

Results: Feces analysis (PCR test) was positive on STEC genetic marker, stx2 (shiga toxin 2). Thrombocytes level was low and long time was unchanged 30X10³mkl- 50X10³mkl. LDH was gradually increased from 2109 u/l to 3600 u/l. Antiphospholipid Ab (IgG), Antiphospholipid Ab (IgM), Glycoprotein IgG, Glycoprotein M level, ADAMTS-13 activity, ADAMTS-13 antigen and ADAMTS-13 antibodies was in normal ranges. C3, B complement and C1q level was slightly increased. EEG revealed focal convulsion with secondary generalization (Pict.1)

Conclusion: Hemolytic-uremic syndrome is a thrombotic microangiopathy. Damage to endothelial cells is the primary event in the pathogenesis of hemolytic-uremic syndrome. The patients infected with STEC exhibit heightened complement activation, with increased generation of C3a. Shiga toxin is directly responsible for activating the alternative pathway of complement. Detection of either iC3b or C3a in a test specimen is proof of Complement activation. Factor B is unique to the alternative pathway. Increased levels of the breakdown products of two components of the alternative pathway C3 and Factor B, indicate activation of the alternative pathway in the pathobiology of STEC-HUS.

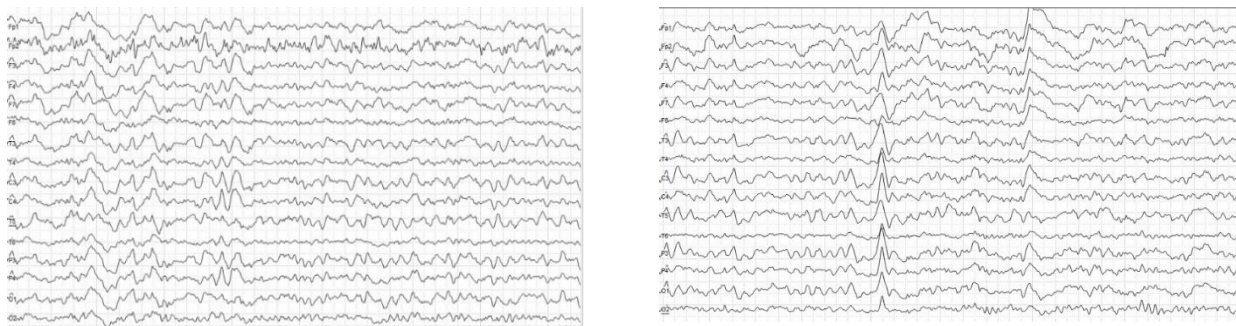
Keywords: STEC-HUS, complement, plasma exchange, renal replacement therapy

INTRODUCTION

STEC-HUS is usually initiated a few days after clinical diarrhea caused by STEC and the shiga-toxin is central in causing endothelial cell damage, thereby apparently initiating the disease process. The common features for TMAs are microangiopathic hemolysis, thrombocytopenia, and thrombi in small vessels leading to end organ damage. Multiple factors may contribute to the development of TTP-HUS in this setting. Endothelial injury has been attributed to multiple factors, including direct toxin damage, neutrophil accumulation, and increased release of endothelins and other cytokines and chemokines. Shiga toxin can also cause apoptosis of or significant damage of renal tubular epithelial cells. Damage of endothelial cells is the primary event in the pathogenesis of hemolytic-uremic syndrome. The cardinal lesion is composed of arteriolar and capillary microthrombi (thrombotic microangiopathy) and red blood cell fragmentation. There is evidence for complement activation during STEC-HUS, even if the condition is not primarily a complement-mediated disorder. Complement activation on RBCs could play a role in the hemolytic process occurring during STEC-HUS. Patient samples may exhibit low serum levels of C3 and subsequently elevated complement-degradation products. C3a, factor Bb, and soluble C5b-9.

Furthermore, C3 and C9 were demonstrated on circulating platelet-leukocyte aggregates and on microvesicles derived from these blood cells. We presented one case, when onset and progress of illness was typical for STEC-HUS, but after CNS involvement, and blood investigation results on complement, allowed us starting suitable treatment like a complement mediated STEC-HUS

Case: Patient, woman, 21 years old, was admitted in hospital of infectious diseases, with abdomen pain, vomiting, diarrhea. After investigation of feces was discovered *Clostridium difficile* and for treatment was used Vancomycin per os. Patient state was aggravated, was developed anuria and patient was transferred in our hospital. Based



(Pict. 2)

on onset of illness , on clinical features and on data of laboratory analysis was diagnosed of HUS . Feces analysis (PCR test) was positive on STEC genetic marker , stx2 (shigatoxin 2) . Low level of thrombo cytes and increased level of LDH was typical features of HUS . It was started renal replacement therapy .LDH was gradually increased from 2109 u/l to 3600u/l. Thrombo cytes level was low and long time was unchanged 40X103mkl-50X103mkl . Progress of illness was typical for STEC-HUS ,but after CNS involvement, was appeared seizures and encephalopathy , patient was disoriented, periodically inadequate, tried to perform simple tasks, the force of active movement in the limbs was lowered, was horizontal nystagmus. Antiphospholipid Ab (IgG), Antiphospholipid Ab (IgM), Glycoprotein Ig G ,Glycoprotein M level , ADAMTS-13 activity, ADAMTS-13 antigen and ADAMTS-13 antibodies was in normal ranges . C3 complement and C1q level was slightly increased (Tabl.1).

Willebrand Factor: VWF:Ag 245 % (50 – 160)	C1q—300 mg/l (100-250)
Antiphospholipid Ab (IgG) < 7.5 U/ml (<10)	C3 complement—2.99g/l (0.9-1.8)
Antiphospholipid Ab (IgM) <5 U/ml (<7)	B complement- --80 mg/dl (20-51 mg/dL)
Glycoprotein Ig G <5 U/m	ADAMTS-13 antigen -- 0.36IU/ml (0.41 - 1.41)
Glycoprotein Ig M <5 U/ml	ADAMTS-13 activity 131 % 40 – 130
AAb to Double Strand DNA <7 U/ml	ADAMTS-13 antibodies 3.6 U/L

Tabl.1

For the next day patient developed a focal convulsion. EEG revealed focal convulsion with secondary generalization (Pict.2)

MRI investigation did not revealed any changes. Patients became profoundly and rapidly anemic. The hemoglobin (Hgb) level was <7g/l. Post-transfusion goal of Hgb level was between 8 and 9 g/dL . Transfusions was given during dialysis to minimize the risks of hypervolemia and hyperkalemia. Iron level was normal . In addition was used en erythropoietin. Patient was in a euvolemic state, administration of fluids was given until renal function was returned to normal. There was started treatment with PE. Treatment was effective , platelet count was increased , LDH level was decreased . It was observed an improvement in the average platelet count and a drop in the levels of lactate dehydrogenase after initiation of PEX. Renal replacement therapy was continued within 3 week.

PEX DISCUSSING

Plasma exchange (PEX) is the most important acute intervention in the management of TTP, and should be initiated without delay in all patients with suspected TTP .The underlying pathological mechanism that causes TTP is a severely decreased activity of the metalloprotease ADAMTS13 Accumulation of excessive amounts of ULvWF multimers bind to platelets in the circulation resulting in platelet aggregation and organ ischemia as a result of partial vessel occlusion by platelet-rich thrombi.

ADAMTS-13 activity, ADAMTS-13 antibodies and antigen level and von willebrand factor was in normal ranges, but clinical progress and laboratory analysis, occurrence of microangiopathic hemolytic anemia, thrombocytopenia, and acute kidney injury confirmed that the patient developed hemolytic-uremic syndrome. Treatment was started with renal replacement therapy, but lactate dehydrogenase level was remained high and thrombocytes account was low. There is evidence for complement activation during STEC-HUS, even if the condition is not primarily a complement-mediated disorder. Complement activation on RBCs could play a role in the hemolytic process occurring during STEC-HUS. Our investigation was confirmed the complement level increase. Outcome was favorable. Because C3 can be activated by either the classical, lectin or alternative pathway, detection C3a in a test specimen is proof of Complement activation by one or both of these pathways. The alternative pathway is activated by a multitude of infectious agents including various bacteria, viruses, and fungi, as well as neoplastic cells. Increased levels of the breakdown products of two components of the alternative pathway, C3 and Factor B, were found in the plasma. Since Factor B is unique to the alternative pathway, detection of Bb in a test sample confirmed activation of Factor B and so, the alternative pathway. These findings indicated activation of the alternative pathway in the pathobiology of STEC-HUS.

CONCLUSION

Hemolytic-uremic syndrome is a thrombotic microangiopathy. Damage to endothelial cells is the primary event in the pathogenesis of hemolytic-uremic syndrome. The patients infected with STEC exhibit heightened complement activation, with increased generation of C3a. Shiga toxin is directly responsible for activating the alternative pathway of complement. Detection of either iC3b or C3a in a test specimen is proof of Complement activation. Factor B is unique to the alternative pathway. Increased levels of the breakdown products of two components of the alternative pathway C3 and Factor B, indicate activation of the alternative pathway in the pathobiology of STEC-HUS.

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THE IMPORTANCE OF ROLE PLAY IN TEACHING ENGLISH

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ABSTRACT

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. So this research will mainly focus on how to apply it successfully and take the most advantage of it in English class. The outcome shows there are four crucial factors for its success: the topic chosen should be real and relevant; the teacher need 'feed-in' the appropriate language; correct errors in a proper way; some of teachers role are facilitator, spectator or participant. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun!

Keywords: Role-play, Procedure, Feed-in, Overlap, Submission, social interaction skill

РЕЗЮМЕ

Рольевые игры являются эффективным способом оживить атмосферу обучения и изучения языка, повышения интереса учащихся и делает приобретение языковых навыков более выразительным. Таким образом, это исследование в основном может сфокусироваться на том, как успешно использовать этот метод и имеет определенное преимущество в английских курсах. Результат показывает четыре основных фактора для успеха :тема должна быть реальной и соответствующей, учитель должен быть опытным в соответствующем языке ,уметь исправлять ошибки в нужный момент, некоторые учителя играют роль посредника, зрителя или участника. Включение рольевых игр в классах добавляет разнообразие, перемену темпа и возможности для большой продуктивности языка ,а также для развлечения.

Ключевые слова: рольевые игры, усвоение ,покрытие, подчиненение, навыки социального взаимодействия.

One of the staples of English as a Foreign Language (EFL) teaching is the role play. Role plays are used to allow students to practice speaking in a conversational situation, build confidence and fluency, assess progress, and put learning into action. They are often set up to target particular grammar points – simple past tense, future with 'going to', infinitives, etc. – and to test social interaction skills such as negotiating, interrupting, asking for assistance and making small talk. Role plays may be as simple or as complicated as the teacher desires. Verbal instructions, secret messages, gestures and cue cards are all common ways of setting a scene. In the classroom there are four main types of role plays, but bear in mind that there are often overlap and particular situations may combine two or more of these elements.

1. The conflict role play puts participants on a collision course and asks them to deal with this as best they can. Situations might include attempting to change an airline booking at a peak time or asking a noisy neighbour to turn down the stereo. They test language skills under pressure and are best for students who have some maturity and confidence in their abilities.

2. The cooperative role play takes the opposite tack and requires participants to work together for the common good. Planning a sayonara party for the teacher, deciding the food list for a barbecue, brainstorming ways to attract tourists to local attractions are all cooperative role plays. Often involving 'safe' situations, cooperative role plays are good for gently easing shy students into conversations and for building relationships within a student group.

3. Information gap role plays are based around filling in holes in the participants' knowledge. Answering questions from customs officers, asking for timetabling details, making a library card or interrogating a murder suspect are all information gap type situations. If based on the students' real selves these role plays are simple to set up, but fictitious situations may require more elaborate preparations. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters.

4. Task-based role plays require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal or getting the phone number of a potential love interest. They are useful for helping students to practice realistic survival English skills and are an excellent way to build students' confidence in their ability to function in real situations.

Role plays are an essential tool to have in the teaching box but it pays to be aware of where you want them to go. Here are some questions to ask yourself as you design a role play.

- What kinds of language structures or grammar points do I want my students to use, and will this role play incorporate them naturally?
- Do I know in my own mind I want to see occur in the role play?
- Do the students have the language and social skills to be able to manage the situation?
- Can I issue set up instructions clearly and make sure that all participants understand their own roles?
- Is the situation appropriate for the age, level and status of the students in this group?
- What do I want the students to take away from the exercise and how can I reinforce this through feedback?

Role-plays give students the opportunity to demonstrate how to use English in real life situations and make them focus more on communication than on grammar. Role-play activities can be a lot of fun however a class full of shy students may be reluctant to participate so it is important to know your students.

Regardless of what type of role-play you intend to do, it is imperative that students feel comfortable with the necessary structures and vocabulary. This makes role-plays ideal for the final lesson on a particular topic. If students perform well, move on to the next chapter and if students struggle, address any mistakes in the following lesson. The feedback given in any role-play lesson should be primarily positive and focus on pronunciation, acting, and creativity. Role-plays are about encouraging your students and building their self confidence.

Mini-role plays can be done in any lesson as a practice activity. Rather than just practice the model dialogue in pairs or groups, encourage students to be creative and use props to better reflect a real life situation. Students should have some space to move about the classroom and be given extra time to practice. If the model dialogue is four to six sentences total, a practice activity in pairs may take five minutes with only two or three demonstrations while a mini-role play of the same length may take ten to fifteen minutes to prepare with about ten minutes for performances. This activity can even be done in the same lesson as the introduction and drilling of a new topic if your students have a good understanding of the new material.

Role-plays can also take an entire lesson especially if students are put in groups instead of in pairs. A lesson such as this would be ideal after several lessons on the same topic. A directions themed role play might be best in groups of three or four where each student must say a minimum of three or four lines. Structuring the activity in this way will give your students some easy guidelines to follow. You can prepare your students by explaining the activity at the end of a class, placing them in their groups, and asking them to think about what they would like to do. Suggest that they bring in any props they would like to use and try to provide some if possible. In the next class, quickly review the target material before splitting the class into groups and dedicate half of the time to practice with the remaining half being for performances. If your students are really eager to perform, ensure that every group gets an opportunity to present their role-play to the class even if it means performing during the next lesson as well. If students are reluctant, then have only the groups that volunteer present.

Role-plays can be used as end of term projects for intermediate and advanced students. At this stage in their studies, they have sufficient knowledge to draw upon to enact real life situations and can get really creative. It is important to decide how you plan to grade your students so that you can explain it to them before they get started. If the project is worth one hundred points, you can break it into sections such as creativity, pronunciation, acting, attitude/enthusiasm, script, etc and assign a point value to each section. Four sections are probably enough. Perhaps each group of students can be assigned a different chapter of your textbook or a different theme. This project would take many lessons. There would be one class where you introduce the project, split the class into groups, and let students brainstorm followed by classes for script development, practice sessions, and final performances. A good method of checking the progress of each group is to have script submissions once or twice before the final performance. The first submission can be to correct grammar and the second submission should be the final script. This will ensure that students can take chances and push their abilities, prevent them from practicing incorrect material, and verify that they are making progress on the project.

Role-plays can be immensely time consuming and require some real planning and structure but are generally easy to conduct once started. Students who struggle with English exams may finally get their opportunity to shine while students who generally perform well on exams will be challenged to prove their abilities in another way. Role-plays are less stressful than preparing for exams and enjoyable for both teachers and students. Role-play is a very flexible teaching approach because it requires no special tools, technology or environments, for example student could work through a role-play exercise just as effectively in a lecture hall as in a seminar room. However, technology can provide significant advantages, and even new possibilities, for using the approach as a learning activity. Promoting interpersonal relationships: Role-play has also been accepted to improve interpersonal relationship among students. Role-play pairs or groups help students establish and maintain friendships with peers. Students who are isolated or alienated from their peers and who do not have friends are more likely to be at risk for violent or destructive behavior in society than those who experience social support and a sense of belonging. "To some extent, this interpersonal relationship also promotes their academic achievements. In addition, skills of improving interpersonal relationship with other peers are the foundation for the success in their social career in future." Role-

playing also has been linked to increases in self-esteem, attendance, time on task, enjoyment of school and classes, as well as a decrease in dependence on the teacher. Lastly, it always helps if students are enjoying themselves. Role plays don't have to be deadly serious affairs, but as teachers we get more out of them if we approach them seriously and tie them in to our broader lesson goals.

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PSYCHOLOGY OF LANGUAGE LEARNING INTERCONNECTION BETWEEN TEACHERS AND LEARNERS

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ABSTRACT

The article finds out the ways how ESL students approach the matter of language learning. As it is the dual process the question should be classified from both angles. This current scientific work clarifies the interconnection between teachers and learners. The secret of mastering a foreign language starts with human psychology. We will analyze it step by step.

Keywords: language learning, psychology, different aspects, essential steps

РЕЗЮМЕ

В статье выясняется, как студенты, изучающие иностранный язык, подходят к изучению языка. Поскольку это взаимный процесс, вопрос должен быть классифицирован с обеих сторон. Эта данная научная работа разъясняет взаимосвязь между учителями и учащимися. Секрет овладения иностранным языком начинается с человеческой психологии. Мы будем анализировать его шаг за шагом.

Ключевые слова: изучение языка, психология, различные аспекты, основные этапы

XÜLASƏ

Məqalə xarici dili ikinci dil kimi öyrənən tələbələrin məsələyə hansı aspektdən yanaşmasını araşdırır. Bu, qarşılıqlı proses olduğundan problemə hər iki müstəvidə aydınlıq gətirmək lazımdır. Cari elmi iş öyrədən və öyrənən arasındakı münasibəti təsnif edir. Xarici dilə yiyələnməyin sirri insan psixologiyası ilə başlayır. Biz bunu addım-addım araşdıracağıq.

Açar sözlər: dilin öyrənilməsi, psixologiya, müxtəlif aspektlər, zəruri addımlar

INTRODUCTION

There is a Kurdish saying that sounds: "The root of all health is in the brain. The trunk of it is in emotion. The branches and leaves are the body. The flower of health blooms when all parts work together."

The same is true when it comes to learning a foreign language. 'It's all in the mind!' –Every teacher knows that you can have the best resources in the world, but if the learner is not in the right frame of mind to engage with the new language and use the opportunities before them, then they are unlikely to do so. There are all kinds of reasons why a learner may put obstacles in their own way or simply avoid engaging, but many of these reasons often lie in how learners view themselves, their competences, and their relationship to the language, classroom, peers, and the teacher [1].

There should be passion for language learning, the rest will take after itself. If the learner has a certain target to start language learning, this way or another he (she) will try every opportunity to get it. Love is the root of all. In the true sense of meaning it makes each impossible possible. If there is love the teacher is just an instructor or a guide. He paves the way for his learner and the latter in his turn creates a paradise of knowledge in that track. So it means that the load is in the shoulder of teachers. They should use all their power, all means to have his learner get fascinated by the language he learns. How does the learner get crazy about?

Actually, there are several aspects in this point that can arouse interest or irritation. I would say the first and the main figure here is the teacher's physical and mental qualities. The more challenging, eye-catching and interesting the teacher and his method, the heater and more exciting his lesson is. Because before doing the course the language learner is eager about who will teach it. The question can be considered to be solved when "the teacher of dreams" enters the classroom. In that very moment the learner specifies whether he (she) will go forward or not. For instance, girls are sensitive about their woman teacher from top to toe: what and how she wears, what colors she combines, how she does her hair, how she walks, how speaks, her gestures, maneuvers, even if the things she uses. If the teacher can catch their eyes and attention at first sight she can successfully continue her way. Here the delicate moment is occupied by the style of speaking. The teacher should master the language the way the native speaker uses: rhyme, rhythm, intonation, melody, smile, etc. So she has to be confident. If the learner falls in love with her teacher's speech she will pursue her way.

Learners are sharing about the teacher they like or dislike. They always share ideas with one –another and discuss the lesson and the person who conducts it.

The another essential step in language learning is how teacher introduces the language. She should make such an impression on learners as if language learning is a piece of cake and based upon certain formulas and operations like they do in Math class. If the student finds it easy to learn language she (he) gets willing and doesn't have a break and intervals. And by this way makes progress after progress. In case when teacher inspires fear by overloading them with phonetic rules, tense sequences, etc. they lose interest and finds excuses to justify themselves [2].

We have chosen to focus on 5 key areas of learner psychology which we think can make a difference to learning and which we as language educators can work on developing. Introducing the **two Gs** and the **three Cs!**

Have they got Grit?

Firstly, learners need to have a **Growth mindset** and become **Gritty** about their language learning. It is a well-known adage that learning a foreign language is like a marathon, not a sprint. It takes time, progress is slow and incremental, and there can be many setbacks along the way. Language learners need to develop persistence and even in the face of challenges, be able to roll up their sleeves undeterred and tackle problem areas all over again with renewed vigour – that is **gritiness**.

Learning a foreign language is like a marathon, not a sprint.

Growth Mindset

To have grit, language learners first need to have a growth mindset. This is when they believe that their abilities in learning a language are not fixed but can be developed. Not all learners will reach the same level of proficiency, but with the right kind of effort, strategies, and investment of time and will, every learner can improve. However, if a learner holds a fixed mindset, believing that language learning competences stem primarily from a fixed ability, then they are more likely to give up easily, and in some cases not even try to succeed. These learners feel helpless, believing there is little they can do to improve or overcome difficulties. In contrast, those with a growth mindset are typically willing to put in the effort to improve and explore a range of possible pathways to proficiency[3].

With a growth mindset, learners believe that their abilities can be develop.

What are the 3 Cs?

In terms of the three 3 Cs, learners need to feel a sense of **Competence, Control, and Connectedness**.

Competence

Learners need a sense of 'I can' in respect to learning a language. Much of this can stem from their mindset; however, they also need to feel that they are personally able to manage and cope with learning a language.

Control

A key part of that feeling can be generated when learners are empowered with a sense of control. Learners benefit from being able to intentionally and proactively select and initiate approaches to learning where possible in their contexts. A sense of control also concerns how learners explain their perceived successes and failures to themselves and others. Do they attribute these outcomes to factors within their control or to external factors beyond their control? With internal attributions, learners are likely to be motivated and willing to expend effort on learning, knowing that they can make a difference.

Connectedness

The third C refers to learners feeling connected not only to their teachers, but also their peers, their institution, and the language per se. When learners feel they belong in a group or institution and when they feel cared for as people and in terms of their learning progress, they are much more likely to engage and be active in their own learning. However, learners also need to build a personal connection to the language itself. Even if they feel competent and able, without a compelling reason to engage with the language, they might not bother! Help your learner's to find a purpose, why are they learning a language and what value could it have for them and their future lives – be that in terms of relevance, importance, utility, and/or interest [1].

What does it take to learn a foreign language? At first glance, it might seem straightforward: with hard work, consistent study, and lots of time, you'll eventually master the complexities of another tongue. However, in terms of psychology, it's not so simple.

There are many psychological factors—such as your reasons for learning the language, as well as the methods you use to learn new words—that can drastically affect the language-learning process. Additionally, learning a language confers several practical and cognitive benefits that you might not expect. Here, we'll take a look at the underlying psychology of language learning by examining the three Ms of foreign languages: motivation, memory, and the mind [4].

Why falling in love is the best way to learn

It's no secret that you need to be motivated to learn a language: without motivation, you'll never find the drive to go to class or pick up your course book. But motivation comes in many different forms. For example, if you're studying Japanese, you may be motivated to learn the language because you love anime and want to experience it in its original language. Alternatively, you may be motivated because your job is offering a big raise to employees who can communicate with Japanese clients in their mother tongue. These two examples point out an important distinction between two types of motivation.

Intrinsic motivation comes from within; it's borne out of personal interest (such as loving anime).

Extrinsic motivation comes from outside; it's a response to our desire to achieve some sort of unrelated goal (such as getting a raise at work).

As it turns out, intrinsic motivation is the much more powerful of the two: when we're genuinely interested in learning a language for the sake of learning it, we learn faster and more efficiently.

This is why falling in love with a foreign language speaker is such a great way to become fluent: what could be a stronger intrinsic motivator than communicating with your beloved?

This distinction also explains why language classes often produce lacklustre results. If students are forced to learn a language that doesn't interest them solely for the sake of passing a test, they are operating entirely on extrinsic motivation, and are unlikely to retain any real language skills [5].

Maximising your ability to remember

If we could flawlessly memorise everything we see after looking at it only once, learning a foreign language would be a much faster and easier process. Unfortunately, we still haven't figured out how to make our memories perfect. But there are some measures we can take to optimise our ability to remember words and phrases, and speed up the language-learning process as much as possible.

Probably the best-known memory strategy in the language-learning world is spaced repetition, which has become something of a buzzword among foreign language learners. Spaced repetition refers to the presentation of vocabulary items throughout long-term intervals. This has been proven to help us remember vocabulary much more robustly than cramming words into a short period of time.

Another simple and actionable way to improve our retention of words is to take advantage of what is known as *context-dependent learning*. When we remember a given piece of information, our brains also store a lot of extraneous information—such as our environment and surroundings when the memory was formed.

Have you ever had the experience where you remember a certain word or phrase because you can visualise where it was located on the page of your course book? This is because of context-dependent learning: your brain stored irrelevant information (the word's location on the page), and recalling that information helped you remember the word.

Conclusion

Keep your language-learning context as consistent as possible to maximise the rate at which you retrieve and consolidate memories.

The take-home point here is that you should keep your language-learning context as consistent as possible to maximise the rate at which you retrieve and consolidate memories. For instance, if you're studying Spanish vocabulary, do so (to the extent that you can) in the same place, at the same time of day, and with the same materials [6].

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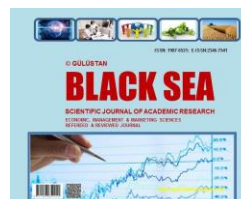
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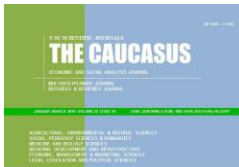


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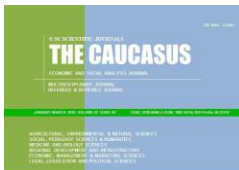


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