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**О НЕКОТОРЫХ АСПЕКТАХ РАЗВИТИЯ НАВЫКОВ
САМОСТОЯТЕЛЬНОГО МЫШЛЕНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ
АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ-МЕЖДУНАРОДНИКОВ В
АЗЕРБАЙДЖАНЕ**

Резюме

Представленная статья написана на актуальную тему. В методике преподавания английского языка в университетах республики и в когнитивной лингвистике в том числе имеется множество различных аспектов, подлежащих изучению с различных точек зрения. Так что их конкретизация в научной мысли, как говорится, дорогого стоит. В статье намечается именно такой – усложнённый путь, избрав в качестве главного предмета объекта работы привитие студентам-международникам навыков самостоятельного мышления на базе изучения ими современного литературного английского языка. А наиболее радикальный к тому путь, по справедливому решению (на основе собственной педагогической практики и трудов по методике) – единый и комплексный подход ко всем разделам английского языкознания: от фонетики – до синтаксиса, включая лексику, грамматику, морфологию, орфоэпию и стилистику. Весь остальной материал фактически привязан к этому аспекту. Подробная аргументация такого подхода с уверенностью можно записать в актив данной статьи.

Привлекает в этой статье и такой момент. Предлагается на рассмотрение то или иное теоретическое положение, которое опирается как на собственный опыт преподавания английского языка, так и труды ведущих учёных. Понятно, что большинство из них – это методисты, но при этом иногда указываются имена лингвистов и психологов. Опора на их исследования, к тому же снабжённая соответствующими авторскими выводами и обобщениями, бесспорно, обогащает статью.

Ключевые слова: английский язык, мышление, компетенция, студенты-международники, методика преподавания, интернационализация.

Səfərova Xuraman Rəhman qızı

**Azərbaycanda beynəlxalq münasibətlər fakültəsi tələbələrinə ingilis dilinin
tədrisi prosesində müstəqil düşünmə bacarıqlarının inkişaf etdirilməsinin bəzi
aspektlərinə dair**

Xülasə

Təqdim olunan məqalə aktual mövzuda yazılmışdır. Respublikanın ali məktəblərində ingilis dilinin tədrisi metodologiyasında və xüsusən də koqnitiv dilçilikdə müxtəlif nöqteyi-nəzərdən öyrənilməli olan çoxlu müxtəlif aspektlər mövcuddur. Deməli, onların elmi düşüncədə konkretləşdirilməsi çox dəyərlidir. Məqalədə məhz bu - mürəkkəb bir yol, müasir ədəbi ingilis dilini öyrənmək əsasında beynəlxalq tələbələrə müstəqil düşünmə bacarıqlarının aşılmasını işin əsas mövzusu kimi seçərək qeyd olunur. Buna nail olmağın ən vacib yolu isə ingilis dilçiliyinin bütün bölmələrinə: fonetikadan sintaksisə, o cümlədən lüğət, qrammatika, morfologiya, orfoepiya və üslubiyyata vahid və hərtərəfli yanaşmadır. Bütün qalan material əslində bu aspektdə bağlıdır. Bu yanaşmanın təfərrüatlı arqumentasiyası məqalənin vəsait mənbəyinə əminliklə əlavə edilə bilər.

Həm ingilis dilinin tədrisi ilə bağlı öz təcrübəmizə, həm də aparıcı alimlərin əsərlərinə əsaslanan bu və ya digər nəzəri mövqə nəzərdən keçirilməsi üçün təklif olunur. Aydın məsələdir ki, onların əksəriyyəti metodistdir, lakin bəzən dilçilərin, psixoloqların adlarına müraciət edilir. Onların tədqiqatlarına əsaslanan, həmçinin müəllifin müvafiq qənaət və ümumiləşdirmələri ilə təmin olunması, şübhəsiz ki, məqaləni zənginləşdirir.

Açar sözlər: ingilis dili, təfəkkür, səriştə, beynəlxalq münasibətlər fakültələrinin tələbələri, tədris metodikası, beynəlmilləşmə.

Safarova Khuraman Rahman

**On some aspects of developing independent thinking skills in the process of
teaching English to students of international relations in Azerbaijan**

Summary

The presented article is written on a relevant topic. There are many different aspects in the methodology of teaching English at universities in the republic and in cognitive linguistics, among others, to be studied from different points of view. So their concretization in scientific thought, as they say, is worth a lot. The article outlines just such a complicated path, choosing as the main subject of the work the instilling of independent thinking skills to international students based on their study of modern literary English. And the most radical way to do this, according to a fair decision (based on our own pedagogical practice and works on methodology), is a unified and integrated approach to all sections of English linguistics: from phonetics to syntax, including vocabulary, grammar, morphology, orthoepy and stylistics. All the rest of the material is actually tied to this aspect. A detailed argumentation of this

approach can be confidently recorded in the asset of this article.

There is also such a moment in this article. This or that theoretical position is proposed for consideration, which is based on both our own experience in teaching English and the work of leading scientists. It is clear that most of them are methodologists, but sometimes the names of linguists and psychologists are indicated. Relying on their research, moreover, provided with relevant author's conclusions and generalizations, undoubtedly enriches the article.

Keywords: English, thinking, competence, students of the faculties of international relations, teaching methods, internationalization.

Year by year, English is becoming international not only in terms of communication in almost all European countries and partly in the West, but also in terms of its teaching, including in Azerbaijan, where, along with Russian, it is becoming increasingly popular. This should not be surprising. By the middle of the second decade of the 21st century, it became quite obvious that this language was being internationalized. That is, it goes beyond the narrow borders of its nation, gradually and steadily acquiring an international connotation and political status. Objectively, it is quite clear that this orientation will be especially useful for students of different ages at international faculties, including in our republic. Moreover, if we talk and write about the development of students' thinking skills in the information space of the global world, then the standards of the English language include all stages and stages of modern linguistics: from phonetics to syntax, including all intermediate sections.

Such generalization does not mean the dispersion of knowledge. Modern linguist and methodologist N. Davitishvili, for example, believes that in order to develop independence and thinking skills, it is necessary to complete a full course at least "during the first two years of studying a foreign language in universities" [4, p.127]. In our case, it is necessary to study all sections of the English language as part of the curriculum for students of international relations.

After such assurances from a well-known European scientist of Georgian origin, the question arises: what should a student of the international Faculty of Humanities of our republic be like these days? With a consistent and purposeful transition from studying the material of one topic (section) to another, in the present case, a teacher has a very real opportunity to count on success. Moreover, the step-by-step passage of all sections of the language, without exception, symptomatically increases the level of communicative and intercultural competence. Consequently, students of international relations, simultaneously with the natural and natural function of replenishing the vocabulary, will simultaneously become more familiar with the mental characteristics of the British, and gain a deeper understanding of their culture and ethnogenesis. This means that with such an integrated approach, we, figuratively speaking, 'turn' the

students' thinking in the direction we need. This will automatically change the 'pole' of learning and help teachers set students up for a positive tone.

For example, to switch the attention of English language learners from routine work on a dictionary to reading scientific or educational and journalistic literature, moreover, in the original and with the dosed involvement of related disciplines. The information may be different, but the English-language source in this case remains unchanged. It is clear that the history of other countries and information on linguistic and cultural studies can serve as such useful material for international students.

Some experiments are interesting for Azerbaijani students. For example, the world-famous American psychologist A. Maslow developed a unique method of teaching English in schools and universities around the world. It was called: "Eat the elephant piece by piece". What is hidden under such an extravagant name? By "elephant", of course, is meant not an animal, but "a laborious task that is extremely difficult to complete in one sitting" [1, p.8].

In this case, A. Maslow directed English language teachers for nonresident students to break down such tasks or problematic situations directly related to learning a second language into separate parts (chapters, or in his terminology, subsections). We managed to find out that psychologists and linguists followed in the footsteps in this regard. They successfully applied this method within the walls of Baku Slavic University. Then it was adopted by the leading teachers of the Azerbaijan University of Languages. Together, this technique was also tested on the teaching methods of German and French, thus covering the entire Romano-Germanic group. We recommend using it among students of international relations as well.

This is relevant, from our point of view, from at least two positions. Firstly, by way of approving the main thesis of the article, it significantly helps to develop students' thinking skills. Secondly, it is very important for international students in the sense that modern literary English is a dynamic system. It is used in comparison with a number of other languages of the world, due to its international status (which is being consolidated more and more from year to year) a lot of third-party inclusions appear. So the language adapts to different environments and naturally represents a self-improving system.

We will no longer overload the text of the article with information that this consolidation and dissemination is actively noted on the online network using digital technology. This is only one (side) side of the issue related to general computerization in schools and universities in Azerbaijan, but we are more interested in something else: according to scientists from Central Asia, Z. Abdlzakhry and I. Joshi, "the international significance of the English language lies in noticeable linguistic and cultural changes, especially in modern media or socio-political space" [3, p.1].

Such a direct statement obliges a lot. It essentially subordinates the norms of language to the socio-informational environment. Consequently, the study of this

language by students of international faculties is inextricably linked with communication. And this, in turn, is a social need that directs students' thinking towards the professional development of vocabulary with a linguistic and cultural bias.

In connection with the above, it seems to us that the development of thinking skills for students of the profile we are interested in orients this contingent to enter the political arena in the near future. Otherwise, the English material that they have studied will remain, as they say, on paper, in their workbooks, but will not be implemented in practice, especially if it comes to any international activities of Azerbaijani students. In this kind of activity, English is quite closely intertwined with politics, therefore, in addition to using common words in his speech, knowledge of the relevant terminology increases significantly.

In particular, European methodologists and linguists M.Evais and E.Hamed inform us about this. They rightly argue that the English language, taught by modern educators from an international perspective, is important and necessary for the following two fundamental reasons. A). As a reflection of political discourse in order for students to communicate with members of international delegations, associations, at the level of any other meetings with distinguished guests. And so on. B). As a consequence of point "A", the second language will be the most important means for international students to learn the values of the English nation. They, in turn, according to these scientists, "formalize knowledge in the field of political ideology, demonstrating a sense of patriotism and the appropriate level of their own political culture" [5, p.37]. Of course, the number of points can be increased many times, but using the example of these two, you can draw the right conclusions.

Let's continue the ideas of M. Evais and E. Hamed in relation to the contingent of Azerbaijani students. What they have titled in paragraphs "A" and "B" is primarily aimed at developing thinking skills, because the very fact of students communicating at a high international level presupposes the search and establishment of a new system of values and beliefs. Namely, students study literary English more deeply, not so much for everyday conversation in a relaxed household environment, as for political purposes. The vocabulary of Azerbaijani students should naturally include a vocabulary in which both political terms and some ideological clichés serving the culture of another nation prevail. That is, they have a pronounced not only socio-political, but also cultural orientation.

E. Zeynalov, a prominent Azerbaijani researcher, makes valuable conclusions on this issue. Speaking from the positions of a methodologist, cultural critic and political scientist at the same time, he writes about the development of such thinking skills that "allow domestic (= Azerbaijani) students to pay attention to the subtleties of political and cultural American discourse in the course of learning English, in particular, to find means of manipulating the international situation" [7]. By the way, such

“maneuvering” is sometimes conditioned by circumstances. It is important for us to emphasize that such manipulation is impossible. Zeynalov suggests considering it not only in a purely political way, but also as a methodical technique. In his opinion, this is a “valuable weapon” of an international diplomat, for whom English is a rhetoric used locally as a symbol of election campaigns. We add: this is the ability to structure your speech in a foreign language in such a way as to ignite the English audience with your eloquence. To do this, you need to possess not only the gift of a political strategist, but also to reach a fundamentally new level of thinking, thereby using the mechanism of various speech and linguistic means. In our opinion, such tactics should also be taken into account by Azerbaijani teachers working in the international community. Yes, perhaps, and not only in this area.

It is significant that such ideas are organically developed by some progressive-minded scientists from different countries, both in Russia and Europe, as well as in Azerbaijan. The goal in line with our chosen article is almost always the same: the prerogative of developing independent thinking skills in the second (English) language for international students in the republic is to integrate into the consciousness of a diplomatic mission of various ranks in the near future. The recipients' thinking, which is primarily based on the consistent passage of all sections of English linguistics, will help the Republican youth to properly build relationships with other countries. Taking into account the indisputable fact that students of faculties (or universities) included in our review study according to the curriculum, English language teachers, as a rule, do not deviate from its points. Therefore, they are concerned not only with purely linguistic, but also with the most important methodological, pedagogical and, as one could see, psychological tasks. In this case, we are talking about both the transfer of necessary knowledge in the text of the subject itself and the development of students' thinking from an ideological perspective. The latter means the introduction of a unified and integral system of social beliefs into lectures (seminars, laboratories) at universities, which, according to methodologist and television commentator on international issues Van Duke, “forms the textual discourse of modern literary English for young people, simultaneously controlling their thinking, behavior, attitudes” [6].

Obviously, there are some requirements for these behavioral attitudes and the development of students' thinking. First of all, we would like to emphasize that they contain a proactive assessment of events for international purposes. And now let's explain and clarify this concept. Firstly, in terms of social, international and political issues. That is, the independence of student thinking, with the resulting correctly drawn conclusions, lies in not rushing things. In other words, one should not fully disclose one's position in English, for example, during international negotiations. In our opinion, the development of independent thinking, in particular, consists in sticking to the most generalized formulas as much as possible, without openly

demonstrating one's opinion and clarifying it to the end. There should always be some loophole for the addressee, who in the course of international negotiations may have his own subjective opinion, different from the student, who is a future professional in his field. Thinking adapts to a style in which there is some kind of analogue of a veiled thought. It actually allows you to make a "preemptive" utterance.

It was only at the very end of the 20th century that English teachers working with a contingent of international students around the world clearly realized that in developing the skills we have outlined in the title of this article, international students should develop the skills to not only select and differentiate correctly constructed lexemes and phrases while reading and analyzing English texts. Finally, phrases, sentences with the appropriate ideological orientation, but it is also relevant to translate them. Moreover, in the case of students of republican universities, this process becomes even more complicated. The reason is simple and banal: most of the texts recommended by English teachers for studying since the Soviet era are written more often in Russian. So teachers set a well-founded goal for themselves: to develop the skills of independent thinking of their students, using knowledge of three-fold translation: from English to Russian, on the one hand, and into Azerbaijani, on the other, along the chain.

We would like to conclude our article with some recommendations. First of all, we emphasize the following fact: no matter what English texts are offered for consideration, discussion and use by international students, it is not so much the development itself as the further improvement of their independent thinking skills that will be inadequate if Internet networks and portals are not connected to university classes. And it's not even that the enormous speed of information dissemination on the modern Internet provides a strong incentive to learn English. The moments of responses are just part of the additional training, however, which is also necessary. More importantly, the teachers themselves are aware of the primacy of English among not only the languages of the Romano-Germanic group, but also around the world. In this regard, the global Internet helps all students to learn English perfectly in the presence of those factors that have already been covered in this article: psychology, history, philosophy, social, political science, cultural and related aspects.

But since the article states the first scientific discipline, we want to complete it by analogy with the title. The Internet with English materials is mastered by international students to varying degrees; a lot depends on their personal intellectual abilities (IQ), diligence, diligence. Students themselves are rarely aware of this, however, teachers should certainly take into account the psychological levels of their self-esteem. The higher it is, the better it is, as a rule, in terms of psychological resilience. Apparently, this is only a nuance, but it also has a certain significance when talking and writing about the development of independent thinking skills of international students when they study literary English.

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