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**Ph.D.CHINARA ZAHID SHAHBAZLI**  
Baku Business University  
chinara.shahbazli@mail.ru, 0518100600  
ORCID NO: 0009-0005-0137-608X

## **FOREIGN LANGUAGE TEACHING METHODOLOGY: THE CATEGORY OF POSSESSIVENESS**

**Keywords:** foreign language pedagogy, possessiveness category, contrastive analysis, methodological strategies, intercultural communication

**Ключевые слова:** педагогика иностранных языков, категория посессивности, сопоставительный анализ, методологические стратегии, межкультурная коммуникация.

**Açar sözlər:** xarici dil pedaqogikası, mənsubiyyət kateqoriyası, müqayisəli təhlil, metodoloji strategiyalar, interkultural kommunikasiya.

### **Introduction**

The instruction of foreign languages inherently involves the negotiation of grammatical categories between the learner's first language and the target language. Among these categories, possession occupies a central role in everyday linguistic interaction, yet it constitutes a recurrent source of learner difficulty [6, p. 45].

Possession is a universal grammatical category, yet its morphosyntactic encoding exhibits considerable typological variability, thereby posing challenges for second language acquisition [3, p. 210].

The pedagogical significance of the category of possessiveness derives from its ubiquity in communicative contexts and its function in expressing ownership, kinship relations, part-whole relationships, and affective associations. In agglutinative languages such as Turkish and Azerbaijani, possession is marked predominantly through bound morphemes, whereas English employs pronominal and genitive constructions, and Russian utilizes possessive pronouns [5, p. 78].

Such cross-linguistic divergences necessitate the implementation of contrastive instructional strategies to mitigate transfer-related errors. The principal objective of this study is to elucidate the role of the category of possessiveness in foreign language teaching methodology and to provide empirically and theoretically grounded recommendations for its effective instruction. The conceptual and grammatical dimensions of possession have been extensively examined in linguistic scholarship. Possession encompasses not only material ownership but also kinship, part-whole, abstract, and emotional relations [6, s. 50]. Morphological and syntactic mechanisms for encoding possession differ systematically across languages [3, p. 215]. Within the domain of Turkic linguistics, possessive constructions in Turkish

and Azerbaijani exhibit agglutinative morphology [5, p. 85; 4, p. 132]. Such structural characteristics are highly relevant to learners of English, as they may give rise to interference errors in the acquisition of target-language possessive forms.

Cross-linguistic analyses further demonstrate that possessive expressions are encoded divergently across European and Asian languages, highlighting the pedagogical necessity of contrastive approaches [2, p. 119]. Moreover, the integration of corpus-based and data-driven resources can enhance pedagogical effectiveness by providing authentic exemplars of possessive usage [1, p. 67]. This study employs a contrastive-comparative analytical framework, examining Azerbaijani, Turkish, English, and Russian to elucidate typological differences in possessive expression [3, p. 220]. Semantic and morphosyntactic analyses are conducted to capture the multifaceted nature of possession [6, p. 52; 5, p. 90; 4, p. 135].

Comparative evaluations of cross-linguistic data further inform the pedagogical recommendations [2, p. 125]. Pedagogical strategies are informed by communicative and task-based approaches, emphasizing interactive learning. Digital tools and corpus-based resources are utilized to provide learners with authentic input and opportunities for practice [1, p. 70]. Agglutinative languages such as Azerbaijani and Turkish employ suffixes to mark possessive relations (*kitabım – my book; evimiz – our house*) [5, p. 92; 4, p. 138].

By contrast, English and Russian encode possession via pronominal or analytic constructions (*my book, Ali's car; мой автомобиль*) [3, p. 225]. English additionally permits alternative syntactic realizations (*the king's crown vs. the crown of the king*), reflecting its hybrid typological character.

Structural divergence frequently results in learner interference. For example, Azerbaijani learners of English often omit possessive markers, producing ungrammatical constructions such as *this is pen me* instead of *this is my pen* [6, p. 55].

The semantic scope of possession extends beyond material ownership to encompass kinship, part-whole relationships, abstract associations, and affective relations [6, p. 58]. Cross-linguistic variation in the encoding of these semantic dimensions necessitates careful pedagogical attention [2, p. 128].

Effective instructional strategies for teaching possession include: Contrastive Analysis: Explicit highlighting of structural differences mitigates negative transfer [3, p. 230; 4, p. 140].

- Communicative Practice: Learners should participate in dialogues and interactive tasks requiring possessive constructions (*Whose bag is this? – It's mine*) [1, p. 75].

- Visual Aids and Family Trees: These tools support the acquisition of kinship-based possessive forms [5, p. 95].

- Interactive Learning: Digital platforms and corpus-based exercises facilitate contextualized practice [1, p. 77].

- Error Correction Strategies: Systematic corrective feedback addresses persistent learner errors [2, p. 130].

Learners frequently commit errors including literal translation (*This pen is to me*), omission of possessive markers (*mən kitab* instead of *mənim kitabım*), and misinterpretation of nested possessive structures (*John brother car* instead of *John's brother's car*) [3, p. 235].

### Conclusion

The category of possessiveness constitutes a fundamental grammatical and semantic domain that plays a pivotal role in the organization of linguistic meaning and discourse structure. It encodes a wide range of relational meanings, including ownership, part-whole relations, kinship, attribution, and abstract association. From a typological perspective, possessive relations are universally attested across languages; however, their formal realization demonstrates considerable structural diversity, encompassing morphological marking (affixation, cliticization), syntactic constructions (genitive phrases, possessive pronouns), and analytical strategies that vary significantly across linguistic systems [6, p. 60; 3, p. 240; 5, p. 100; 4, p. 145; 2, p. 132]. This typological variability creates substantial challenges in foreign language acquisition, as learners often transfer native-language possessive patterns into the target language, resulting in systematic errors at both structural and semantic levels. Recent empirical studies also highlight the increasing relevance of digital and computational tools in language instruction, demonstrating that interactive platforms and corpus-based resources contribute to more effective acquisition of grammatical categories by providing authentic input and adaptive feedback mechanisms [1, p. 80].

Within the framework of foreign language teaching methodology, the instruction of possessive structures requires an integrative and theoretically grounded approach. Such an approach should combine explicit grammatical explanation with communicative language practice, ensuring that learners develop both declarative knowledge of rules and procedural competence in real communicative contexts. Contrastive linguistic analysis is particularly valuable in identifying points of divergence between the native and target languages, thereby reducing negative transfer and facilitating more accurate interlanguage development. At the same time, intercultural competence should be incorporated into instructional design, as possessive constructions frequently reflect culturally embedded conceptualizations of ownership, social hierarchy, intimacy, and relational distance.

In addition, corrective feedback represents a crucial pedagogical instrument in the acquisition process. Systematic feedback not only prevents the fossilization of erroneous forms but also enhances learners' metalinguistic awareness and supports the internalization of correct usage patterns. A balanced pedagogical model that

integrates accuracy-focused instruction with fluency-oriented communicative activities is therefore essential. Furthermore, task-based learning, scaffolded instruction, and formative assessment strategies contribute to the gradual and sustainable development of learners' competence in the use of possessive constructions. Overall, the effective teaching of the category of possessiveness necessitates a multidimensional methodology that unites linguistic theory, pedagogical practice, and intercultural orientation.

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*Ph.D.Chinara Zahid Shahbazli*

### Foreign Language Teaching Methodology: The Category of Possessiveness

#### Abstract

The possessiveness category constitutes a fundamental linguistic phenomenon observable across all human languages, although its formal realization and semantic scope exhibit significant cross-linguistic variation. Within the domain of foreign language pedagogy, the mastery of possessive structures presents considerable methodological challenges. Learners frequently encounter difficulties when attempting to map possessive rules from their native language onto the target language, leading to both structural and semantic inaccuracies. This study examines the pedagogical significance of the possessive category, with particular attention to its morphological, syntactic, and semantic dimensions. Additionally, it identifies prevalent learner errors and proposes methodologically sound strategies for enhancing instructional efficacy. The research underscores the necessity of integrating contrastive analysis, communicative practice, and intercultural awareness in facilitating the acquisition of possessive constructions.

*F.ü.f.d.Şahbazlı Çinarə Zahid qızı*

### Xarici dilin tədrisi metodikası: mənsubiyyət kateqoriyası

#### Xülasə

Mənsubiyyət kateqoriyası bütün dillərdə müşahidə olunan fundamental dil hadisəsi olmaqla yanaşı, onun formal realizasiyası və semantik əhatə dairəsi

dillərarası müstəvidə əhəmiyyətli variasiyalar nümayiş etdirir. Xarici dil pedaqogikası çərçivəsində mənsubiyyət konstruksiyalarının mənimsənilməsi mürəkkəb metodoloji problemlərlə müşayiət olunur. Öyrənənlər ana dilinə məxsus mənsubiyyət modellərini hədəf dilə transfer edərkən tez-tez struktur və semantik səpmələrlə qarşılaşırlar ki, bu da interferensiya və transfer hadisələri ilə izah olunur. Təqdim olunan tədqiqat mənsubiyyət kateqoriyasının pedaqoji əhəmiyyətini sistemli şəkildə təhlil edir, onun morfoloji, sintaktik və semantik parametrlərini kompleks şəkildə nəzərdən keçirir. Bununla yanaşı, öyrənənlərin tipik səhvləri müəyyənləşdirilir və tədris prosesinin optimallaşdırılmasına yönəlmiş metodoloji cəhətdən əsaslandırılmış strategiyalar irəli sürülür. Tədqiqatın nəticələri göstərir ki, mənsubiyyət konstruksiyalarının effektiv mənimsənilməsi üçün müqayisəli-linqvistik təhlilin, kommunikativ yönümlü təlimin və interkultural kompetensiyanın inteqrasiyası zəruri şərt kimi çıxış edir.

**канд. наук ЧИНАРА ЗАХИД ШАХБАЗЛИ**

**МЕТОДИКА ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ:  
КАТЕГОРИЯ ПОСЕССИВНОСТИ  
АННОТАЦИЯ**

Категория посессивности представляет собой фундаментальное языковое явление, присущее всем естественным языкам, при этом её формальная реализация и семантический объём демонстрируют значительные межъязыковые вариации. В рамках педагогики иностранных языков усвоение посессивных конструкций сопровождается рядом сложных методологических проблем. Обучающиеся, перенося модели выражения посессивности из родного языка в изучаемый язык, нередко сталкиваются со структурными и семантическими отклонениями, что обусловлено явлениями интерференции и языкового трансфера. Настоящее исследование направлено на системный анализ педагогической значимости категории посессивности с учётом её морфологических, синтаксических и семантических параметров.

В работе также выявляются типичные ошибки обучающихся и предлагаются методологически обоснованные стратегии, направленные на повышение эффективности обучения. Результаты исследования свидетельствуют о том, что интеграция сопоставительно-лингвистического анализа, коммуникативно-ориентированного обучения и межкультурной компетенции является необходимым условием успешного усвоения посессивных конструкций.

**Rəyçi: Nuriyeva Səadət- Fil.ü.f.d., dos.**